DOCUMENT RESUME

ED 256 350 IR 051 092

AUTHOR	Givens, Beth
TITLE	Pilot Moncat: Making Way for Montana's Union Catalog. A Report of the Interlibrary Loan Committee of the Montana State Library Commission.
INSTITUTION	Montana State Library, Helena.
PUB DATE	Jan 85
NOTE	110p.
PUB TYPE	Viewpoints (120) -- Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160)
EDRS PRICE	MF01/PC05 Plus Postage.
DESCRIPTORS	Academic Libraries; Computer Output Microfilm; *Interlibrary Loans; Library Automation; *Library Cooperation; Library Networks; *Library Planning; Library Services; Library Statistics; Library Surveys; *Policy Formation; Public Libraries; Questionnaires; School Libraries; State Libraries; *Union Catalogs
IDENTIFIERS	Library Services and Construction Act; *Montana; Washington Library Network

ABSTRACT

A year-long study involving 29 libraries (11 public, 5 academic, 1 combined academic/public, 6 special, 1 combined public/school, and 5 school) was undertaken in FY 1984 to monitor the usage of an existing union catalog--the Washington Library Network Resource Directory--and determine what policies and protocols should be considered when preparing for usage of a statewide union catalog by Montana libraries. Of particular interest were the effects of a switch from the predominantly hierarchical approach of interlibrary loans (ILL) to direct access. The Washington Library Network Resource Directory (RD) which was used as a precursor to a Montana union catalog, Moncat, is a computer-generated microfiche catalog of the holdings records of participants in the Washington Library Network, including Montana libraries. This final report presents project findings in multiple areas including: general usage of the resource directory, ILL volume and workload, turnaround time, routing-in sequence and load leveling, lenders' responses to the Pilot Moncat Project, and ILL protocols and procedures. Recommendations are made in the following areas: training, building the union catalog, the first Moncat, related technology, protocols, network development, public awareness, considerations for the future, and summary of major findings and recommendations. Numerous tables and appendices supply supporting information. (THC)

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PILOT MONCAT:

MAKING WAY FOR MONTANA'S UNION CATALOG

A Report of the
Interlibrary Loan Committee
of the
Montana State Library Commission

by
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January 1985

The Pilot Moncat project was funded by a federal library Services and Construction Act grant.

Graphics and design by Artz-Works of Helena.

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ACKNOWLEDGMENTS

The Interlibrary Loan Committee gratefully acknowledges the assistance of the following persons and organizations:

- The librarians who participated in the Pilot Moncat project (listed in Appendix B) - for their generous contribution of time, for sharing their experiences, and contributing an infectious spirit of enthusiasm and cooperation.

- Gary Wulf, Montana Information Services Division - for development of SAS computer programs for statistical analysis.

- Lois Fitzpatrick, Library Director, and students of Carroll College - for compilation of library users' survey returns.

- Volunteers of the Montana Library for the Blind and Physically Handicapped - for assistance with the interlibrary loans survey data.

- Members of the Montana Library Services Advisory Council - for their direction and encouragement.

- Darlene Staffeldt, supervisor, Montana State Library Technical Services Dept. - for invaluable advice and expertise and long hours of assistance on the project from beginning to end.

- Sara Parker, State Librarian - for direction and advice in overall project concept.

- Richard Gercken, Director, Great Falls Public Library - for grant administration assistance.

The author thanks the members of the Interlibrary Loan Committee for their support, contribution of expertise, and invaluable assistance and direction in the development of project objectives, preparation of planning documents, survey forms, and project reports.

SUMMARY

Twenty-nine libraries participated in the Pilot Moncat project to prepare for statewide union catalog usage by Montana libraries. They used the Washington Library Network Resource Directory (RD) as a precursor to a Montana union catalog, Moncat. The RD is a computer-generated microfiche catalog of the holdings records of participants in the Washington Library Network, including Montana libraries.

Pilot Moncat participants - public, academic, school, and special libraries - explored patterns of usage, the effectiveness of the union catalog, and protocols and policy issues during the year-long study (fiscal year 1984). Of particular interest was the move toward direct interlibrary loans practices which allow libraries to request materials directly from known holding sources. Previously, most Montana libraries used a hierarchical system whereby interlibrary loans were obtained through intermediary resource centers.

The project was planned and evaluated by the Montana Interlibrary Loan Committee, an advisory body to the State Library Commission. Its major findings and recommendations are the following:

The Pilot Moncat project shows the successful use of a union catalog for direct interlibrary loans transactions by libraries of all types and sizes. A key recommendation is that the ILL process be considered the responsibility of the local library given two key factors - adequate training and the availability of back-up assistance and resources.

The project illustrated the importance of building Moncat with multi-type library participation - the addition of records from libraries of all types, including small- and medium-sized libraries. This would provide diversity and uniqueness of holdings as well as allow borrowers to spread the lending load among a larger number of potential lending libraries than presently represented in the union catalog. The Committee also recommended that holdings be added of federation headquarters libraries not now in the union catalog data base to ensure that libraries in those areas do not bypass their resources.

Based on statistical analyses of participants' interlibrary loans forms, the following subjects and types of materials were recommended for addition to Moncat: audiovisual materials, fiction, and materials from the Dewey Decimal classifications of 920's (biography and genealogy), 600's (technology - applied sciences), and 300's (social sciences).

The present union catalog is in microfiche format; the participants strongly recommended a move to online computer usage. Other recommendations were made in the areas of: protocols, cooperative collection development, incentive programs through grants awards, statewide ILL forms development, and public awareness.

I. PROJECT DESCRIPTION

NOTE: A glossary of terms used in this report is provided in Appendix A.

A. BACKGROUND

With the increased use of the Washington Library Network (WLN) by Montana libraries, patterns and procedures of interlibrary loans (ILL) operations have been steadily changing. WLN use by Montana libraries began in 1981. Previously, libraries used the multi-state manual union card catalog of the Pacific Northwest Bibliographic Center (PNBC) for holdings location information. Public libraries relied on a hierarchical approach to filling ILL requests by funneling them through the six federation headquarters and the State Library. Both systems were functional but were time consuming and costly.

The 1980 Matthews study on Resource Sharing in Montana* recommended the development of a Montana union catalog, Moncat, based on the WLN data base. WLN is a bibliographic utility shared by libraries in the Pacific Northwest states. When the six units of the university system, the State Library and two public libraries, Parmly Billings Library and the Missoula City-County Library, joined WLN in 1981, the seeds of Moncat were planted. The addition of the Union List of Montana Serials in 1981 added valuable periodicals holdings to the data base.

The Montana State Library approved the expenditure of Library Services and Construction Act (LSCA) grant funds to support Moncat development. In 1983/84 grants were awarded to libraries to participate in WLN and to add holdings to the data base. The grant process was overseen by the Montana Library Services Advisory Council.

B. PILOT MONCAT PROJECT

The production of the first edition of Moncat on microfiche was projected for the late 1984/early 1985. To prepare for a new way of handling ILL requests, the Pilot Moncat project was conducted during fiscal year 1984. Its purpose was to monitor the usage of an existing union catalog by a group of Montana libraries of all types in order to determine what policies and protocols should be considered when libraries switch from a predominately hierarchical approach of interlibrary loans to direct access. The project was funded with a Library Services and Construction Act grant.

* J. Matthews and Associates, Resource Sharing in Montana: a Study of Interlibrary Loan and Alternatives for a Montana Union Catalog (Helena: Montana State Library, Nov. 1980).

The Washington Library Network Resource Directory (RD) was distributed to 11 public, 5 academic, 1 combined academic/public, 6 special, 1 combined public/school, and 5 school libraries - 29 libraries in all. The Resource Directory is a union catalog containing the holdings of WLN's 100+ participants (at that time), including major Montana libraries. The 1983 edition of the RD consisted of 1 million catalog records in author/title and subject form with register, 5 million holdings statements of WLN libraries, and 1400 pages of fiche.

Factors considered in selecting Pilot Moncat participants were:

- Multi-type library representation.

- Representation in each of Montana's six federations.

- Selection of two libraries which use OCLC in order to compare usage.

- Selection of very small as well as medium-size to large libraries.

- Selection of three libraries of different types within one community (Glendive) to look at the potential of local resource sharing using a union catalog.

- Inclusion of all federation headquarters except the two already using WLN to evaluate use by resource centers which provide interlibrary loan services for their participating libraries.

- Selection of libraries which had no previous experience with ILL such as school libraries and non-federation headquarters public libraries, as well as libraries which were very familiar with ILL procedures and policies.

The following table and Appendix B list project participants.

TABLE 1 PROFILE OF PILOT MONCAT PARTICIPANTS - for Project Year, Fiscal Year 1984

LIBRARY	LIBRARY TYPE	COLL. SIZE	STAFF SIZE	AVE. MO. CIRC.	AVE. MO. ILL	OTHER
Bozeman Public Library-Broad Valleys Federation	Public	45,000 titles	10 - Library 5 - Fed.	21,000	67 - Library 750 - Fed.	federation headquarters
Bozeman Senior High School Library	School	27,000 titles	4	1,975	2	
Bureau of Land Management Library (Billings)	Special	9,500 titles	2	36	40	OCLC member library
Butte-Silver Bow Public Library	Public	70,000 titles	8.5	8,000	103	member, Broad Valleys Federation
Carroll College Library (Helena)	Academic	85,000 titles	5	3,500	90	OCLC member library
Central Montana Medical Library (Lewistown)	Special		1			
Chinook High School Library	School	8,556 titles	2	120		
Dawson Co. High School Library (Glendive)	School	13,871 titles	3.5	3,267		
Dawson Community College Library (Glendive)	Academic	18,000 titles	2	500	30	
Flathead Co./Community College Lib. (Kalispell)	Public/ Academic	93,533 titles	19	26,470	137	joint library - member, Tamarack Fed.
Glasgow City-Co. Library Golden Plains Federation	Public	43,000 titles	6	3,750	208	federation headquarters
Glendive Public Library	Public	23,000 titles	4	4,500	27	member, Sagebrush Federation
Great Falls Public Lib.-Pathfinder Federation	Public	110,598 titles	24.5	24,000	93	federation headquarters
Hill Co. Library (Havre)	Public	47,479 vols.	2	1,645	22	member, Pathfinders Federation
Lewis and Clark Library (Helena)	Public	83,433 titles	16	21,221	176	member, Broad Valleys Federation

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Table 1 cont'd PROFILE OF PILOT MONCAT PARTICIPANTS

LIBRARY	LIBRARY TYPE	COLL. SIZE	STAFF SIZE	AVE. MO. CIRC	AVE. MO. ILL	OTHER
Lewistown City Library	Public	26,000 titles	7	6,450	55	member, South Central Federation
Libby Sr. High School Library	School	10,000 titles	2.5		5	
Lincoln Co. Free Library (Libby)	Public	45,000 titles	4.5	6,000	25	member, Tamarack Federation
Miles City Public Lib.- Sagebrush Federation	Public	92,000 vols.	6	5,400	198	federation headquarters
Miles Community College Library	Academic	14,000 titles	3	1,000	40	
Mt. Power Co. Law Library (Butte)	Special	936 titles	2	114	11	
Office of Pub. Instruc. Resource Ctr. (Helena)	Special	4,800 titles	2	100	121	
Poplar High School Library	School	4,000 titles	1	255	3	
Rocky Mountain College Library (Billings)	Academic	75,000 titles	4	375	9	
Rocky Mountain Lab. Library (Hamilton)	Special	28,000 vols.	1	100	17	
Roundup Community and School Library	School/ Public	20,374 titles	3	2,975	91	member, South Central Fed. - joint library
Salish-Kootenai Comm. College Library (Pablo)	Academic	15,000 titles	3	300	50	
Sidney Public Library	Public	46,418 titles	4	7,598	31	member, Sagebrush Federation
St. Patrick's Hospital Library	Special	4,000 titles	2.2	23	43	

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Illustration 1. PILOT MONCAT PROJECT PARTICIPANT SITES

The project was planned and evaluated by the Interlibrary Loan Committee, an advisory body to the State Library Commission composed of representatives of all library types. The ILL Committee was formed in 1982 with the dual purposes of making recommendations for policy-setting regarding ILL matters and undertaking activities that would enhance ILL services in Montana. (See Appendix B for members.)

The Interlibrary Loan Committee determined the goals of the project as follows:

1. To be a planning tool for the development of Montcat.

a. To determine what uses would be made of the union catalog, ie, ILL, cataloging, collection development.

b. To become familiar with direct as opposed to indirect or hierarchical borrowing patterns.

c. To determine protocols for a direct method of interlibrary loans.

d. To gather information on lending and borrowing patterns of libraries.

e. To gather information to facilitate planning for equitable apportionment of ILL requests among lending libraries (load-leveling).

f. To gather information on turnaround times of ILL requests.

g. To gather cost information for future funding considerations.

2. To increase resource sharing in a multi-type library context.

3. To be an educational tool to bring additional libraries into the ILL picture and to upgrade their capabilities and services.

The evaluation of the project included:

1. Surveys of participants, including formal survey questions, subjective comments from their logs and the minutes of participants' meetings held at the beginning and the end of the project.

2. Analysis of a sample of participants' ILL forms.

3. Survey of major lending libraries - their responses to the project.

4. Survey of users of ILL in the participating libraries.

A cost survey was started but not completed because of the difficulty in gathering uniform cost figures for the various parts of the interlibrary loans process for participating libraries.

A special ILL form was developed for the project which incorporated a routing sequence to indicate potential holding libraries. (Appendix C)

Training workshops were conducted by State Library staff during the first month of the project. The procedures and protocols of interlibrary loans were taught. Participants were given a comprehensive manual to use for guidance throughout the project.

Participating librarians were asked to keep copies of every ILL form generated during the year-long project. From the 7400+ forms received by the State Library a sample was selected for a statistical analysis on the computer program SAS (Statistical Analysis System). Participants also kept logs of their everyday experiences with the union catalog - the good, the bad, the new and unusual.

When the project year ended, the librarians completed a formal survey of their experiences (Appendix D). These also were analyzed both on the SAS computer program and for qualitative aspects by the State Library staff and ILL Committee members.

A wrap-up meeting of participants was held to share their experiences. The ILL Committee subsequently met to evaluate the surveys and participants' experiences. They made recommendations to the State Library Commission regarding future Moncat development and related resource sharing practices of Montana libraries.

II. PROJECT FINDINGS

A. INTRODUCTION

When the project year ended and all evaluation processes were completed, the Interlibrary Loan Committee met to review findings and make recommendations regarding further Moncat development. The Committee's findings are presented in the following sections with additional materials located in the Appendices.

Materials reviewed by the Committee were:

1. Minutes from the participants' wrap-up meeting.
2. Formal survey of participants' experiences. (See report body and Appendix D.)
3. Data from analysis of a 10% sample of ILL forms. (See report body and Appendix E.)
4. Survey of library users of the ILL system. (See report body and Appendix H.)
5. Survey of major lending libraries. (See report body and Appendix G.)

Two surveys were analyzed using the computer statistical program, SAS - the formal survey of participants' experiences and the 10% sample of ILL forms. In reporting the results from these analyses, the "median" rather than the "mean" score is given.*

The data gathered from participants' ILL forms provided a major part of the project findings. From a total of 7400 forms, a 10% sample of 736 randomly selected forms was analyzed for a number of factors which are described in the following sections. It should be noted when reviewing the findings based on analyses of the ILL forms that public libraries' requests form the majority of the sample. The volume of requests generated by public libraries was higher than that of the academic, school, and special library participants. The ILL forms analysed are: public libraries, 88%; academic libraries, 5%; special libraries, 5%; and school libraries, 2%.

B. GENERAL USAGE OF THE RESOURCE DIRECTORY

The principal use of the Resource Directory was for verification and ILL purposes - 53% of the usage reported by participants. Participants indicated heavy use for cataloging (16%) and reference work (13%) also. Several participants were able to clear out their cataloging backlogs. School libraries, in particular, indicated that students and faculty made use of the RD for subject searches, especially for debate topics.

.....

* The mean is the average value for all responses for a particular question. The median is the case which has 50 percent of the data group above and 50 percent of the data group below it. Because the mean is affected by extreme values at the high and low ends of the response data, the median score is provided here.

Although ILL was the major use of the RD, nearly half of the libraries kept it in a public service area, accessible to both staff and the public. School librarians commented:

"I'm teaching several students on the speech team how to use it."

"Seniors have picked up on this source very quickly...for research class."

"The RD really helped my library because we cannot begin to supply enough materials for the various subjects the students select for research."

Some public librarians also placed the RD in areas available for users and were excited to be able to offer a service that opened up a larger world of library resources. From a community of 6,000 population: "One user came in and spent several hours reading the microfiche and said we must have gotten the project just for her."

Participants were asked to report on the effectiveness of the RD for various library operations, on a scale of 10 to 1. (See Appendix D for more details.) The highest ratings for effectiveness were for the following aspects:

Obtaining ILL information	9 (median scores)
Verification of bibliographic information	9
Cataloging	8
Subject reference use	7
General reference use	5

Lower effectiveness ratings were for:

Acquisitions decisions	1
Use by general public	1

Little to no use was indicated for collection building.

When asked to specifically report on the value of the subject section of the RD, participants found that subject reference use by staff (median rating of 5) and substitution for specific author/title requests not located elsewhere (6.5) were rated highest. Subject reference use by the public received a low usage rating (1.5).

Participants reported that they found few usage problems with the RD. Median scores on a scale of 10 to 1 for various aspects are:

Did not list many titles for which we were searching.	2
Holdings data were sometimes inaccurate.	1
Microfiche use of RD was too troublesome for effective use.	1
Format of entries was difficult to use.	1
There were filing order inaccuracies.	1
The fiche was difficult to read.	1
It was difficult to locate the correct fiche to search.	1

The amount of usage by the RD for all participants was 5 hours per week (median) with a high of 15 hours and a low of 3 hours per week.

Those libraries which indicated little to no usage mentioned low ILL volume (primarily school and special libraries) and a staff cut. The two OCLC libraries found that OCLC met most of their needs; but they did use the RD for Montana-specific items or to obtain materials from locations closer at hand.

The participants' survey, Appendix D, contains additional information on usage.

C. INTERLIBRARY LOAN USAGE - ILL VOLUME AND WORKLOAD

Most participants had little or no previous experience with direct ILL operations. A concern expressed prior to the project was increased workload and the inability of small staffs to accommodate the extra ILL processes.

Fifty-nine percent (59%) of the participants reported increased ILL volume due to the use of the union catalog for direct loans. The most dramatic changes were in libraries which previously did not process their own loans. The median increase for all participants was 17% with a high of 2900% (from 1 to 30 requests per month). At the other extreme was a decrease of 22% in ILL volume. (See Appendix D.) One public library participant explained its decrease in volume to the ability to identify what was held by the college library in the same community. The librarian was then able to direct users across town to that library - a good example of the benefit of a union catalog for local resource sharing.

At the wrap-up meeting of participants the workload concern was still expressed, although in different light. Librarians, especially of smaller libraries, acknowledged the workload increase, but also said it was "worth it" given the expansion of services to users, quicker response time, and the feeling of "having control" over the ILL process.

D. FILL RATE

Participants were asked to evaluate how the use of the RD affected the frequency with which they could fill ILL requests.

On a scale of 10 to 1, participants gave a median rating of 8, indicating they were able to fill requests more frequently. (Appendix D)

E. TURNAROUND TIME

Participants also indicated that they experienced faster turnaround times for loans when they were able to go directly to the holding library by use of the union catalog. On a scale of 10 to 1, the median score was 8.

A detailed analysis of turnaround times was done with a 10% sample of participants' ILL request forms. Findings are summarized below with additional tables in Appendix E. Note that turnaround times include the mailing time from borrowing library to lending library and back to the requester. Other considerations to weigh when reviewing turnaround tables, both below and in Appendix E, include: volume of interlibrary loans handled by the lending library, delays caused by materials held on reserve or on order, and holiday seasons and weekend "down-times." All these variables are a part of the median turnaround times indicated in this report.

As was to be expected, the quickest turnaround times were for materials located in Montana.

Table 2 Interlibrary Loans Turnaround Times by State
(For Libraries Which Are First Routing Location)
n=484

State	No. of days turnaround (median)
Montana	8.0
Washington	12.0
Idaho	12.0
Oregon	17.0
Alaska	20.5

Turnaround time in days by lender type is shown in the next table. Many requests for both special and public libraries were transmitted by telephone, which accounts in part for some lower turnaround times. And many of the academic libraries may be more heavily used for interlibrary loans than most public and special libraries.

Table 3 Turnaround Times by Type of Lending Library
(For Libraries Which Are First Routing Location)
n = 484

Lender Type	No. of Days Turnaround (median)
Special library	9
Public library	10
Academic library	12

Turnaround time was analyzed by method of transmission for Montana libraries only. Telephone and electronic mail times, predictably, cut approximately 3 days off turnaround times. The major electronic mail tools for public libraries were Apple microcomputer/modem systems.

Table 4 Turnaround Time by Method of Transmission for Montana Libraries
n = 308

Method of Transmission	No. of Days Turnaround (median)
Electronic mail	6.0
Telephone	6.5
U.S. Mail	9.0

Turnaround time by routing sequence was also analyzed. The differences in the amount of time needed to fill a request is dramatic when comparing whether the lending library was the first, second, or third routing location.

Table 5 Turnaround Time by Routing Sequence
n = 627

Routing Sequence	No. of Days Turnaround (median)
1	10
2	20
3	35.5

F. ROUTING SEQUENCE AND LOAD-LEVELING

Load-leveling was a major concern of participating libraries, both before the project began and again when participants met to evaluate the completed project. The form specially created for the project (Appendix C) included a section to list holding libraries in route sequence order. Training of participants included load-leveling techniques - the means of apportioning requests to minimize overloading a few libraries with ILL requests.

Data analysis of ILL forms bears out participants' concerns regarding load-leveling. In-state libraries with the most holdings on the data base were, predictably, used most often.

The 10% sample of ILL forms showed that 77 lending libraries were selected by the Pilot Moncat participants (Appendix E). Of the top ten lenders, six were Montana libraries. These ten most frequently used lenders filled 60% of the requests.

Table 6 Top Ten Lending Libraries in Pilot Moncat Sample Data

Library	No. of holdings in WLN - 1/83	No. of loans filled from sample	% of total
1. MtBil Parmly Billings	88,251	96	13.0%
2. Mt State Library	42,343	68	9.2
3. MtMis Missoula City-Co.	1,171*	62	8.4
4. MtBC Montana State Univ.	27,591	56	7.6
5. MtU Univ. of Montana	36,935	40	5.4
6. Id Idaho State Lib.	88,875	29	3.9
7. IdU Univ. of Idaho	159,558	25	3.4
8. MtHaN Northern Mt. Coll.	34,887	21	2.9
9. Wa Wash. State Lib.	206,814	20	2.7
10. WaSKC King Co.-Seattle	220,960	18	2.4
		.	.
		.	.
		.	.
	n =	736	100.0%

* Microfiche catalogs of the Missoula City-County Library collection were given to participants to supplement the RD.

For complete table, see Appendix E.

The ILL forms data were also tabulated to determine the frequency with which lending libraries were chosen as first, second, and third routing locations. The rank order of the top ten choices by route sequence is shown below. More detailed tables appear in Appendix E. Library names of interlibrary loans symbols are in Appendix F.

Table 7 Top Ten Libraries Selected by Routing Sequence *

	First Routing Location	Second Routing Location	Third Routing Location
1.	MtBil	MtBil	Wa
2.	MtMis	MtU	WaO
3.	Mt	MtMis	IdIF
4.	MtBC	MtBC	WaV
5.	MtU	IdIF	WaWeN
6.	Id	Wa	WaKeM
7.	IdU	Mt	MtBil
8.	MtHan	IdB	IdB
9.	Wa	IdU	WaPS
10.	WaSKC	Id	WaS

* Selection as first, second, or third routing location by the requester does not necessarily guarantee that the library will be the lender.

For complete table, see Appendix E.

Further analysis of routing sequence shows that three-fourths of the requests of Pilot Moncat participants were filled by the libraries chosen as the first routing location. 94% of all requests were filled by the first and second routing locations.

Table 8 Loans Filled by Routing Sequence

Routing Sequence	No. of Loans Filled	Percent Total
1	565	76.8%
2	128	17.4%
3 or more	43	5.8%
Total	736	100.0%

These routing location findings have implications for the choices made by librarians when selecting holding libraries in such a way as to equitably spread the lending load. The findings also show that for most cases it may not be worthwhile for libraries to indicate routing locations beyond the third choice.

G. TYPES OF MATERIALS REQUESTED BY PARTICIPANTS

Monographs accounted for 82% of all items borrowed by participants in the sample ILL forms data analysis. The remaining 18% were periodical articles and other serials requests. When considering these findings it is good to keep in mind the high percentage of requests by public libraries in this study.

The following two tables show types of materials both borrowed and lent by libraries in the sample data.

Table 9 Materials Borrowed by Type of Library

	Academic		School		Public		Special		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Monographs	16	2.1%	13	1.8%	561	76.2%	14	1.9%	604	82.1%
Periodicals	21	2.9%	2	.3%	89	12.1%	20	2.7%	132	17.9%
Total	37	5.0%	15	2.1%	650	88.3%	34	4.6%	736	100%

Table 10 Materials Lent by Type of Library

	Academic		Public		Special		Total	
	No.	%	No.	%	No.	%	No.	%
Monographs	164	22.3%	328	44.6%	112	15.2%	604	82.1%
Periodicals	86	11.7%	20	2.7%	26	3.5%	132	17.9%
Total	250	34.0%	348	47.3%	138	18.7%	736	100%

The complementary nature of collections by type of library can be seen by looking at the table of "Materials Lent by Type of Library." The majority of monographs were lent by public libraries, whereas the majority of periodicals were lent by academic libraries.

H. ADDITIONAL FINDINGS ABOUT LENDING LIBRARIES

The ILL forms data were analyzed for several aspects about the lending libraries. Previous sections (F and G) discuss the top ten lenders for the Pilot Moncat project, routing sequence and loans by type of materials. The following tables show loans by state by type of lending library.

Table 11 Loans by State by Type of Library for Sample ILL Forms Data

State	Type of Library Academic No.	%	Public No.	%	Special No.	%	Total No.	%
MT	149	20.2%	179	24.3%	78	10.6%	406	55.2%
WA	31	4.2%	143	19.4%	24	3.3%	198	26.9%
ID	40	5.4%	13	1.8%	28	3.8%	81	11.0%
AK	19	2.6%	4	.5%	7	1.0%	30	4.1%
OR	9	1.2%	5	.7%	0	0	14	1.9%
Other	2	.3%	4	.5%	1	.1%	7	.9%
TOTAL	250	34.0%	348	47.3%	138	18.8%	736	100%

It is noteworthy that Montana libraries filled just over 55% of all requests of Pilot Moncat participants and that nearly half of these were filled by public libraries. 82% of all requests were filled by a combination of Montana and Washington libraries.

I. LENDERS RESPONSES TO PILOT MONCAT PROJECT

Questionnaires were mailed to 18 major lending libraries regarding usage and protocols matters. (See Appendix G for a copy of the survey.) Responses were received from 13 libraries. The purpose of the survey was to discover areas of training needs for Montana librarians and to determine if Montana libraries should consider policies and protocols changes.

When asked if they noticed any inappropriate usage of interlibrary loans, the majority of lending libraries responded that Pilot Moncat participants used ILL appropriately. The forms were completed accurately and clearly. And the specially adapted ILL form was acceptable to all but one library.

Most libraries did not notice an increase in ILL volume because of Pilot Moncat requests with the notable exception of two Montana libraries, Parmly Billings and Northern Montana. Both have high percentages of their collections on the data base.

Libraries reported they would not be making policy changes as a result of usage by Pilot Moncat participants, although the two Montana libraries mentioned above had some changes under consideration because of increased workload.

The method of transmitting ILL requests most preferred by respondents was a form of electronic mail, such as WLN I-Mail. Next in preference were mailed printouts from WLN and mailed

printed forms such as the ALA forms. Telephone requests were indicated as the least favorable method of transmitting ILL requests.

Areas of training needs pinpointed by respondents were to:

- Emphasize using in-state libraries before requesting materials from out-of-state libraries.

- Avoid sending stacks of requests to one library just because that library is a holding location for all the requests.

- Avoid requesting current year, best-seller and high demand items from other libraries. These should be considered for purchase.

- Remember to include return mail labels with requests.

- Request only one item per form and remember the call number.

- Be sure that librarians are aware of what is appropriate for interlibrary loans vs. what to purchase for one's own library.

J. SUBJECT ANALYSIS

An analysis of subjects requested by Pilot Moncat participants was conducted in order to determine areas for future union catalog development, ie, pockets of highly used subjects as well as gaps in the union catalog.

Two types of analyses were done. 1) Pilot Moncat participants were asked to indicate what they thought were the gaps in coverage of the Resource Directory, in other words, materials their users wanted but which they were unable to obtain through the RD. 2) The 10% sample of the ILL request forms was analyzed to determine the most frequently requested subjects and subjects which were not able to be filled by Montana libraries. Subjects were determined by the call number in the holdings statements. Library of Congress classification numbers were translated to Dewey using a conversion table.*

*Geri Schmidt, LC/Dewey Classification Conversion Table; Draft (Chicago. American Library Association, 1983).

Types of materials participants noted as gaps in the RD are indicated below and in a more detailed table in Appendix D.

Table 12 Subjects/Types of Materials Noted as Gaps in the Union Catalog by Pilot Moncat Participants

Type of Material	Number of Responses
Non-fiction	25
Audiovisual Materials	23
Specific types of libraries' holdings, ie health sci.	12
Juvenile materials	8
Fiction, including the Parmly Billings Fiction Pool	7
Cataloging of computer software	7
Specific libraries' holdings, such as Law Library, Historical Society Library..	7
Manuscripts	1

An analysis of the sample of ILL forms by Dewey Decimal classification areas showed the ten most frequently requested subjects - Table 13. These account for 54% of all requests in the sample data.

Table 13 Ten Most Frequently Requested Subjects by Type of Lending Library

Classif. - Subject	Type of Lending Library: Academic No.	Academic %	Public No.	Public %	Special No.	Special %	Total No.	Total %
FIC - Fiction	10	1.6%	104	16.3%	8	1.3%	122	19.1%
610 - Medical Sci.	32	5.0%	12	1.9%	9	1.4%	53	8.3%
920 - Biography and Genealogy	4	0.6%	20	3.1%	4	0.6%	28	4.3%
620 - Engineering	7	1.1%	9	1.4%	8	1.3%	24	3.8%
790 - Recreational & Performing Arts	5	0.8%	16	2.5%	2	0.3%	23	3.6%
910 - Geography & Travel	2	0.3%	11	1.7%	7	1.1%	20	3.1%
360 - Social Problems and Services	7	1.1%	10	1.6%	3	0.5%	20	3.1%
150 - Psychology	3	0.5%	10	1.6%	6	0.9%	19	3.0%
970 - History of North America	9	1.4%	7	1.1%	2	0.3%	18	2.8%
300 - Social Sciences	7	1.1%	9	1.4%	2	0.3%	18	2.8%
							. . . n=638	. . . 100%

The complete table is located in Appendix E.

The complementary nature of library collections by type of library can be seen in this table. A much larger data sample would be needed in order to make accurate generalizations about resource sharing trends by type of library. With this kind of analysis, however, a good case can be made for the development of a union catalog with holdings from all types of libraries - academic, public, special and school. One can see, for example, the reliance upon public libraries for fiction materials and upon academic libraries for science and technology-related items (Dewey 610).

The glaring omission from this table is, of course, school libraries. The 1983 edition of the Resource Directory contained relatively few school library holdings. Pilot Moncat participants did rank audiovisual materials, a strong part of school libraries' collections, highly when asked to indicate gaps in the union catalog.

When grouped by 100's in the Dewey classification, the frequency of subjects requested is as follows.

Table 14 Subjects Requested by Participating Libraries by 100's Dewey Classification

Classification -	Subject	No.	Percent Total
600's	Technology-Applied Sciences	128	20.0%
FIC	Fiction	122	19.1%
300	Social Sciences	106	16.6%
900	Geography and History	91	14.3%
700	Arts	67	10.5%
100	Philosophy	30	4.7%
500	Pure Sciences	30	4.7%
200	Religion	23	3.6%
800	Literature	22	3.4%
000	Generalities	13	2.0%
400	Language	6	1.0%
	n =	638	99.9%

The sample was analyzed for requests for which no Montana locations were available on the Resource Directory. The ten most frequently requested subjects for materials located out-of-state are listed below. These represent 50% of the total of all requests lacking Montana holdings.

Table 15 Subject Areas of Requests for which No Montana Holdings Were Available - Top Ten Subjects

Classification -	Subject	No.	Percent Total
FIC	Fiction	28	11.8%
920	Biography and Genealogy	13	5.5%
620	Engineering	12	5.1%
610	Medical Sciences	12	5.1%
300	Social Sciences	10	4.2%
910	Geography and Travel	9	3.8%
150	Psychology	9	3.8%
790	Recreation and Performing Arts	8	3.4%
740	Drawing, Decorative and Minor Arts	8	3.4%
630	Agriculture and Related Technologies	8	3.4%
		.	.
		.	.
	n =	638	100%

For the complete table see Appendix E.

These subject analyses should be reviewed keeping in mind the high percentage of requests from public libraries in the study.

K. USERS SURVEY

For three months during the project, book banners were placed on items requested using the RD. (Appendix H contains a copy of the banner and survey results.) The purposes were: 1) to determine if users noticed any difference in service, and 2) to find out what types of users took advantage of ILL (frequent, moderate, infrequent). 366 completed book banners were analyzed.

The results show that ILL users tend to be frequent library users. Half the respondents requested materials either for the first time or for 3 or fewer times that year. 27% noticed quicker service. And 25% said more materials seemed to be available. 22% of the respondents indicated not noticing any difference; and 19% were unable to make judgments because they were first time users.

In discussion among project participants and ILL Committee members, it was noted that ILL services tend to be "transparent" to the user. The user's main concern is simply getting the needed item, not HOW it is received. Given this observation, it is significant that one-fourth of the users noticed quicker service.

L. TRAINING AND SUPPORT SERVICES

The Pilot Moncat project was initiated with day-long training sessions held in 3 communities. A user manual was distributed to each participating library. The training covered RD usage and interlibrary loans protocols.

Participants indicated in the wrap-up survey (Appendix D) that they received adequate training. Several participants suggested that the manual provide addresses of all libraries listed in the union catalog - or better yet, that addresses of holding libraries be provided with the union catalog fiche.

Participants were asked to make recommendations regarding future training opportunities for librarians who used ILL processes. 79% agreed that regular ongoing training should be provided for persons new to ILL, held at least once per year. Several participants felt that once Moncat is in place in libraries and staff members are familiar with operations, the manual and support from colleagues would provide adequate guidance.

The importance of training for successful use of the union catalog was evident throughout the project.

It was also evident from discussions by participants and ILL Committee members that back-up services for libraries doing their own ILL operations is a necessity - support from the federation headquarters, the State Library, school district administrative library, or other appropriate resources. Support would be used for requests difficult to locate or verify, special materials not found on the union catalog, for newcomers, and to provide guidance when protocols and procedures are not followed

appropriately.

Specific training and back-up needs have been identified previously in these findings and will be discussed in more detail in the "Recommendations" section.

M. MONCAT AND THE RD

An unexpected aspect of the project was the nearly unanimous recommendation by participants that the RD was the union catalog of choice and that a Montana-specific fiche union catalog need not be produced. The RD was used as a pilot union catalog, a precursor to a Montana fiche edition, because it was readily available, contained Montana holdings and would be in a similar format to a Montana union catalog. It was not an objective of the project, per se, to evaluate the RD versus a Monct.

Participants appreciated the wider coverage of the RD (Pacific Northwest states), the large number of holdings, and the ability to use the catalog records of far more materials than would be contained on a Moncat.

Some participants mentioned wanting both the RD and Moncat - the Moncat to be used by students or the public, for example, and the RD for librarians' use. One OCLC librarian said Moncat would be preferable for her library's use; Montana holdings could be obtained for items not found in the OCLC data base.

Participants' comments speak for themselves.

"I would prefer to use the RD because it includes holdings of other law libraries in the Northwest."

"No need of wasting funds for Moncat. I believe the RD gives you a wider range."

"I want both - Moncat to use with my students and the RD for our use and teachers use."

N. INTERLIBRARY LOANS PROTOCOLS AND PROCEDURES

When participants were trained to use the RD, they were not given any prescribed "rules" for placing the RD into their ILL routine. For example, they were not instructed to use the RD first, then other sources. Rather, it was left up to the participants to decide what would work best for them.

At the end of the project, participants were asked to explain how their ILL processes had changed during the project.

For many, particularly the school libraries and non-federation headquarters public libraries, ILL processes were totally new. They had never before been involved in a method of borrowing directly from a known holding library. Before the project, when school libraries needed to borrow materials from other libraries,

they used the local public library as the intermediary. Non-headquarters public libraries would transmit all requests to the headquarters which would either fill them there or route them to other libraries. Special libraries reported they would often phone another library, often a like-library, to obtain materials; or they would use a specialized union catalog.

Several kinds of changes were reported by participants with the use of the union catalog.

- The smaller non-federation headquarters public libraries that had previously used the headquarters to handle ILL requests took a variety of approaches. Some participants would use their judgment and forward those requests to the headquarters that were likely to be filled there; in addition, they would send requests directly to RD locations for materials not likely to be held by the headquarters. (It should be noted here that at the time of the Pilot Moncat project, ony two of the six public library headquarters had holdings listed in the RD.) Some would complete the Moncat ILL form with known RD holding libraries and send all such forms to the headquarters to be checked first.

- Larger non-headquarters public libraries used the RD for virtually all requests, going directly to the holding library identified in the RD.

- The special libraries - health sciences and law - that had previously relied on their own network and union catalogs now consulted the RD first. They reported success in the use of the RD even though relatively few special libraries had holdings in the RD.

- The federal government OCLC library did not use the RD for ILL except on rare occasion, finding the OCLC network to meet its needs better than the RD. The academic library OCLC user checked the RD for each request and made use of it primarily for in-state periodicals requests.

- Federation headquarters which did not have access to the WLN data base online were able to find a majority of items not filled from their own collections through the RD.

- School libraries, although not high volume ILL users, reported they chose to use the RD to go directly to known holding libraries rather than using the local public library as the intermediary.

- A public library in the same community as an online member of WLN reported that the RD was valuable for local resource sharing. Users were directed "across town" when a check of the RD showed that the item was available in that library, thereby bypassing the interlibrary loan process altogether.

There are no clear-cut generalizations to be made about changes in ILL processes due to the use of the union catalog. All

libraries, in varying degrees, used it to borrow materials directly from known holding libraries - some exclusively, some in complementary fashion with the federation headquarters, and some only to fill in the blanks when their regular ILL channels did not suffice. The most dramatic changes occurred for those libraries which had never before used the ILL process or which had relied on an intermediary "resource library." Although several participants commented on the increased workload, they liked the new sense of control they had over the ILL process, the ability to improve service to their users, and the access to more resources at their fingertips.

III. RECOMMENDATIONS

Interlibrary Loan Committee members met after the Pilot Moncat project was completed to review the findings. Their recommendations are listed in this section - in the areas of training, building the union catalog, the first Moncat, related technology, protocols, network development, and public awareness. (The votes by Committee members on these recommendations were unanimous except where specifically indicated otherwise.)

A. TRAINING

The Interlibrary Loan Committee viewed adequate training as the key to the successful introduction and use of Moncat. Good training of union catalog users is essential for responsible resource sharing practices. The Committee made several recommendations regarding training.

1. For the initial introduction of the union catalog and related protocols, training should be conducted statewide, preferably by the State Library or contracted designee, at several locations. This will insure consistency of instruction.

2. In continuing years training could be provided by federation headquarters and possibly other organizations with the State Library providing guidance for trainers.

3. Training should be multi-type, available for and geared to libraries of all types.

4. A supporting manual and directory of libraries' ILL policies should be developed and kept up-to-date by the State Library or contracted designee.

To facilitate easier use of the union catalog and more responsible use by requesting libraries, the Committee recommends that the Washington Library Network be requested to provide address information and policy statements of all WLN participants and that these be a part of the manual.

5. The Committee recognizes the value of the union catalog for uses other than interlibrary loans and resource sharing - such as cataloging, reference requests, and collection development. Training should include interlibrary loans processes and protocols initially, but should eventually include these other uses. The Committee also recommends that personnel from all departments attend the training.

6. On an ongoing basis there needs to be oversight of interlibrary loans processes, protocols and training needs at the state level, to include coordination with the Pacific Northwest region, PNLA, WLN, MPLA, OCLC, and so on.

7. The Advisory Council is encouraged to establish a grant fund for initial Moncat training. In addition, the State Library

is encouraged to seek funding for training on an ongoing basis.

B. BUILDING THE UNION CATALOG

In making the following recommendations, the Committee took into account project findings on subject analyses, materials lent and borrowed by type of library, as well as the historical developments of ILL practices in Montana.

8. The Committee recognizes that the strongest Moncat data base is one which is multi-type, built by all types of libraries. In order to improve the balance of holdings represented by all types of libraries, the Committee recommends that types of libraries not now strongly represented in the data base be encouraged to add holdings and that types of holdings not now strongly represented in the data base be added.

9. It is particularly important for federation headquarters that do not now have holdings records in the data base to add them to ensure that libraries in their federation areas which are using the union catalog for interlibrary loans do not bypass resources in their region.

10. The Committee supports and encourages coordinated cooperative collection development in the state. The Committee notes the subject areas and types of materials listed below to have been requested most frequently of out-of-state libraries or to have been viewed by participants as a "gap" in the union catalog.

Audiovisual materials
Fiction
Dewey category 920's - biography and genealogy
Dewey category 600's - in particular 610 (medicine) and 620 (engineering)
Dewey category 300's - social sciences
Juvenile materials

11. The Committee recommends that the Collection Development Committee review the subject-specific data for the project as a whole, with particular emphasis on the areas listed in recommendation 10 and appropriate tables in this report, when it considers actions to be taken to strengther Montana libraries' collections.

12. The Committee also recommends that if further Moncat development grants are awarded, the Advisory Council or appropriate funding body should give consideration to these subject areas and any other subject areas identified by the Collection Development Committee in assigning priorities to grant awards. The Committee notes that these subject areas are primarily the identified needs of public libraries and that further study will be needed to complete the picture.

13. Load-leveling is best achieved if there is depth and

breadth to the data base - in uniqueness and number of holdings as well as types of libraries represented. Duplication of holdings locations would take some of the lending responsibility off the larger libraries which receive requests most frequently. Therefore the Committee recommends that small- to medium-sized libraries of all types be encouraged to add holdings to the data base.

14. OCLC tapes of three Montana libraries are being added to Moncat this year through LSCA grant funds. The Committee discussed what to do in future years when continued grant funding may not be available for this purpose. One suggestion was that if future editions of Moncat are to be purchased by libraries, the cost of adding the OCLC (and possibly other machine readable records) be reflected in the price of the Moncat fiche sets. The Committee recommends that this be a topic for further study.

15. The Advisory Council and other grant funding bodies are encouraged to give consideration to the above-mentioned factors when awarding Moncat development grants. In summary, these are: subject areas needed to strengthen the data base, types of libraries and types of materials to add, participation by small- and medium-sized libraries, multi-type development, the addition of non-WLN machine readable records, and the addition of federation headquarters' holdings not currently represented.

The Committee noted the progress made by Montana in filling its own ILL requests. Previous to WLN participation (1981), the Pacific Northwest Bibliographic Center was the primary location tool for resource sharing. It was estimated then that 33% of all requests sent to PNBC were returned to Montana libraries to be filled. The Pilot Moncat study showed a 55% in-state fill rate. This is a substantial improvement in just four years' time, due primarily to the development of the union catalog.

16. The Committee recommends that, given the further development of the state's union catalog, a goal of 75% in-state fill rate be achieved in three years, by 1987. It further recommends that a study similar to the ILL forms analysis for the Pilot Moncat project be conducted at that time in order to chart the development and progress of resource sharing in Montana. Any further studies of ILL patterns should be reflective of the total library picture in Montana.

C. THE FIRST MONCAT

The format of the first widely-used union catalog for Montana libraries was debated by the Committee. Should grant funds be used to purchase RD's in larger quantity or should Moncat be purchased (the edition of holdings of only Montana libraries)?

Pilot Moncat participants pointed out the advantages of the RD, such as greater number of resources to choose from and more value

for cataloging and interlibrary loans. However, grant funds were originally allocated for the production of Moncat, not the purchase of RD's. In addition, not enough grant funds were available to purchase a large enough number of RD's to insure their wide distribution to Montana libraries; whereas statewide and multi-type distribution were possible with the creation of a Moncat. Another consideration was that any interested library could purchase the RD; but if a Moncat were not created, it would not be available.

The Committee's recommendation regarding the first edition of Moncat passed with a 5-3 vote. The "no" votes reflected the overwhelming support by Pilot Moncat participants for continued usage of the RD as Montana's union catalog.

17. Recognizing the advantages of both a Montana union catalog and the multi-state Resource Directory union catalog, the Committee recommends that the first widely-distributed union catalog be a Montana-only edition, Moncat, to be funded with LSCA grant funds for statewide distribution. As many RD's as possible would be purchased with remaining funds. This recommendation would ensure wide distribution of Moncat statewide to all types of libraries.

D. RELATED TECHNOLOGY

Committee members discussed the advantages of using electronic mail to transmit ILL requests. Project analysis showed a quicker turnaround time for e-mail requests. And many lending libraries prefer a standard electronic mail request form to forms sent by mail.

With so many choices for e-mail systems available, the Committee was reluctant to make an across-the-board recommendation that libraries adopt an e-mail system. Members realized that libraries may not at this time be able to determine the best option to take.

18. The Committee recommends that a state-of-the-art study of electronic mail for ILL be conducted that would include such issues as compatibility of systems and equipment, start-up funding costs and means of incentives to promote use by more libraries. The study could be done as a joint effort of the Automation Committee and the ILL Committee. The ILL Committee could consider, for example, ILL request format issues, and the Automation Committee could consider hardware and vendors.

Another technology-related issue discussed by the Committee was the need for libraries to have microfiche readers in order to use Moncat, and the reality that many do not own readers. (The following recommendation was passed with one "no" vote, a member who sees the purchase of microfiche readers as the responsibility of the local library.)

19. Recognizing that wide availability of microfiche readers is essential to the usage of Moncat, the State Library is encouraged to investigate the possibility of a term contract for libraries to purchase readers at discount. The Committee also recommends that the Advisory Council establish a grant program to help libraries purchase microfiche readers for use of Moncat.

E. PROTOCOLS

The Committee reviewed the protocols recommended at the beginning of the project and taught in initial training sessions. Protocols recommended in this report are essentially the same - the only changes being more reliance upon "good judgment" rather than prescribed "rules." (This recommendation passed with one abstention, a member who was concerned about not placing date and cost limitations.)

20. A. The Committee recommends that no cost or date limitations be placed on what can be requested by libraries. Libraries are advised to consider both item cost and publication date and to avoid requesting inexpensive items and recently published materials. However, there are times when it is appropriate to request new and inexpensive materials. Therefore the Committee advises librarians to use good judgment and to consider local library collection needs when requesting these materials.

B. Sequence of search to determine method of handling user's request:

1). Check library's own collection first.

2). Consider for purchase at local level - or, if appropriate, at federation level.

3). Check other local libraries and information resources when appropriate.

4). Check Moncat.

5). Check other union catalogs if available, ie Resource Directory.

C. Load-leveling techniques:

1). Select in-state libraries before out-of-state libraries.

2). To avoid overloading certain libraries, do not always choose like libraries or the closest libraries first when sending requests to in-state libraries.

3). Generally, send requests to like-libraries first when borrowing from out-of-state libraries, while at the same time avoiding overloading certain libraries.

4). Do not always select larger libraries; select smaller libraries as well, those that may have a lower ILL volume and higher possibility of having the materials available for loan.

5). Do not consistently use the following factors to determine where ILL requests will be sent: speed of service, method of transmission (e-mail vs. U.S. mail), quality of service, charges for service. Libraries selected because they generally have quick turnaround times, for example, will eventually become overloaded to the point of having slower response times.

D. If the request is not found in the Moncat fiche and the library does not have the Resource Directory to obtain out-of-state locations, then the requesting library should use its established routes for forwarding the request, for example, the federation headquarters, the State Library, the Montana Health Sciences Information Network.

E. If a library places the Moncat fiche in non-library sites such as banks or businesses, ILL requests should always be sent first to the local library before being forwarded to the holding library. The local library is responsible for checking local resources first and for being accountable for the loan process between libraries.

F. NETWORK DEVELOPMENT

Networking-related recommendations focus on local libraries' responsibility, the availability of back-up or resource centers, and multi-type resource sharing and network development.

21. Because good resource sharing starts at home, the Committee encourages maximum use of local collections as well as multi-type cooperation within communities.

22. School library participation in resource sharing is essential. It is important that school librarians are included in any discussions of Moncat and resource sharing. The Committee recommended the annual school library retreats as especially good occasions to discuss Moncat and the use of a union catalog.

23. The Committee views the interlibrary loans process as being the responsibility of the local library using a union catalog tool such as Moncat or the RD, given adequate back-up support at the federation, state or other appropriate level.

24. The Committee further recommends that public libraries should continue to have the choice of providing their own ILL services or using the services of the federation headquarters; that a back-up system is essential to help libraries of all types with difficult requests; and that ongoing training in ILL practices must be available.

25. (Repeat of Recommendation 9) It is particularly important for federation headquarters that do not have holdings records in the data base to add them to ensure that libraries in their federation areas which are using the union catalog for interlibrary loans do not bypass resources in their region.

26. The Committee recognizes the potential fiscal impact of direct interlibrary loan processes on the local library. Members support the 1985 legislative budget request of the State Library for funds for academic system libraries' handling of interlibrary loan requests for libraries of all types statewide. Members are concerned that all major lenders, whether academic, public, school or special, be considered for funding support for interlibrary loan operations in order to avoid the implementation of fees. If legislative funding support is not forthcoming, the ILL Committee recommends that it address the issue of the cost of ILL in future deliberations and that the study process involve all libraries and library groups which have an interest in this issue.

27. The Committee realizes that Moncat will not be able to fill all requests for library users. Therefore it recommends that a formal mechanism be established to provide ILL back-up or resource center services. Alternatives are:

A. Federation headquarters become multi-type library service centers and handle the requests of all types of libraries that are not filled from the use of Moncat.

B. One or two ILL resource centers be established in the state.

C. Make arrangements with OCLC library(ies) to provide a back-up service.

D. For school libraries, establish ILL service centers in the larger districts.

E. Combinations of the above.

28. The Committee recommends that the State Library explore obtaining access to OCLC library(ies) as a back-up for all Montana libraries which need to obtain locations information and to use the OCLC ILL subsystem.

29. The Committee recommends that the Collection Development Committee explore the need for the establishment of last copy centers, "pools," or "resource centers" of specific subject areas and types of materials such as nonfiction, as well as a source of funding for such centers.

30. The Committee recommends that a statewide interlibrary loan form be developed, based on the form created for the Pilot Moncat project, to be used by any libraries in Montana. The State Library should explore methods of funding the form, at

least for its initial distribution.

G. PUBLIC AWARENESS

Last but not least is the necessity to inform librarians and the general public about Moncat.

31. The Committee recommends that the introduction and distribution of the first Moncat edition be publicized statewide in January/February 1985 and that local librarians participate in publicity activities.

H. CONSIDERATIONS FOR THE FUTURE

The Committee debated the merits of including long range recommendations in this report. Examples could be development of a statewide online catalog, or a fully integrated statewide library computer system, or the use of laser disc technology for in-state or in-house bibliographic systems.

The Committee's decision not to make recommendations with long range implications goes back to the original objectives of the Pilot Moncat project. The project objectives were short term and of practical and procedural nature. The information and experience gained from the project were seen to be of value in 1) the introduction of the union catalog into Montana libraries and 2) efforts to develop the union catalog by adding needed subject areas, types of materials and holdings of all types and sizes of libraries.

The Committee also recognized the interrelationship of Pilot Moncat results with the current work of other library groups. Several statewide library groups are presently working on long range plans in areas closely related to the Pilot Moncat project: the Collection Development Committee in statewide cooperative collection development; the Automation Committee in its development of an automation plan; the Long Range Planning Committee; and the Montana Library Services Advisory Council. The information brought to light by the Pilot Moncat project can be used by all these groups in their planning processes. Likewise, the information gathered by these groups will have a bearing on the continued work of the ILL Committee. With several closely related planning processes now underway, recommendations by the ILL Committee for a long range course of action appeared to be unwise.

Pilot Moncat participants were asked to give their ideas about an ideal ILL/resource sharing tool for the future. Their strong recommendation can be summarized as the development of a widely accessible online system. Here are some of the participants' comments regarding the development of an ideal resource sharing tool:

"Online ILL transmission with document delivery."

"Online for all libraries with all Montana libraries, including high schools, listed."

"Standardized communications network for the Northwest. Electronic mail. Direct borrowing. Shared costs for smaller libraries and NO user fees."

"I think the ideal ILL/resource sharing tool would be one similar to WLN in that it includes a large geographic area and many diverse libraries. In addition, the system would have the capability to communicate directly between libraries so a resource could be located, the holding library contacted, and the availability of the resource confirmed at the same time."

"An online system would be great - a big improvement over fiddling with the fiche. And with many more Montana libraries holdings included."

"It would be OCLC's ILL capabilities within the Pacific Northwest. Do we really need 2 bibliographic utilities?"

"The ideal would be a comprehensive collection within our own state, with each library complementing other collections, and being so in tune with the purchases of each other that there would be a minimum of duplication, allowing budgets to harmonize and encompass a greater selection of titles."

"I feel that Moncat plus our regional health science library network with National Library of Medicine backup works very adequately for us. It could be easy to become enamoured with 'bigger and better' to the point of not truly utilizing what we have. We should rely on local and state resources first and go beyond only as needed."

"Cheap, online access to a data base listing holdings of as many Pacific Northwest libraries as possible. Include an inexpensive capability to request loans online. Include the ability to send/receive reasonably sized copies of periodical articles online."

"The ideal sharing tool would be ILL between school libraries."

I. SUMMARY OF MAJOR FINDINGS AND RECOMMENDATIONS

The Pilot Moncat project shows the successful use of a union catalog for direct ILL transactions by libraries of all types and sizes. That success is reflected in the Interlibrary Loan Committee's recommendation that the ILL process be considered the responsibility of the local library, given two key factors: adequate training and back-up resources.

The project shows the importance of developing a multi-type union catalog with the holdings of all types of libraries included - to

ensure both breadth and depth in the development of Moncat. Although a larger and up-to-date sample of interlibrary loan forms may provide more reliable findings, the Committee feels confident in recommending 1) the addition of holdings of types of libraries not now heavily represented in Moncat, ie, school and special libraries, for their unique contributions; 2) the increased participation of small- to medium-sized libraries of all types in order to ease the lending load on both the larger libraries and those libraries with a majority of their holdings on the data base; and 3) the addition of holdings of federation headquarters libraries not now represented in Moncat to ensure that libraries in those federation areas do not bypass resources in their region.

Project participants recommended a move toward an online resource sharing environment - widely available statewide and including many more libraries than are now included in Moncat. Their use of the RD on microfiche, a tool which contains the holdings of Pacific Northwest libraries, has convinced them of the advantages of having access to a large number of bibliographic records. From demonstrations by WLN online users, participants have also seen the advantages of an online system for retrieving bibliographic information for staff members and library users.

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APPENDIX A

GLOSSARY OF TERMS USED IN REPORT

Adapted from Draft Report, A Choice of Futures, a Future of Choices; a Long-Range Plan for Library Development, (Helena: Montana State Library, July 1984)

AUDIOVISUAL	Non-print materials such as films, tapes and other media.
BIBLIOGRAPHIC UTILITY	An organization that maintains online bibliographic data bases, enabling it to offer computer-based support to users, including library network participants. Typical uses of a utility include shared cataloging, interlibrary loans, acquisitions management, serials control, production of catalog products. WLN and OCLC are examples of bibliographic utilities.
COLLECTION DEVELOPMENT	A dynamic and ongoing process of adding materials to libraries, preferably guided by policies reflecting library community needs.
E-MAIL	See ELECTRONIC MAIL
ELECTRONIC MAIL	A means of transmitting text messages, such as letters or, in libraries, interlibrary loans transactions, between two computers or computer terminals.
FEDERATION	A group of public libraries working together to provide a broader range of resources and services than individual libraries can offer alone. It may be a single or multi-county system with an advisory library board made up of a representative from each participating unit. The librarian of a federation headquarters library serves as a non-voting member of the advisory library board. Each local board retains control over local aspects of its library's services. The six federations in Montana and their headquarters are: Broad Valleys Federation, Bozeman Public Library; Golden Plains Federation, Glasgow City-Co. Library; Pathfinder Federation, Great Falls Public Library; Sagebrush Federation, Miles City Public Library; South Central Federation, Parmly Billings Library; Tamarack Federation, Missoula City-Co. Library.
FICHE	See MICROFICHE.

ILL	See INTERLIBRARY LOAN.
INTERLIBRARY LOAN (ILL)	A process of lending and borrowing materials among libraries, based on defined and agreed-upon protocols, begun when a library cannot fill a user's request from its own collection.
LIBRARY SERVICES AND CONSTRUCTION ACT (LSCA)	A federal program which provides funds to states to extend and improve library services to areas without such services or with inadequate services; to make library services more accessible to persons who, by reason of distance, residence, language, physical handicap or other disadvantage, are unable to receive the benefits of library services regularly made available to the public; to strengthen metropolitan public libraries which serve as national or regional resource centers; and to improve regional, state or interstate cooperative library networks for the systematic and effective coordination of the resources of school, public, academic and special libraries and special information centers.
LOAD-LEVELING	Methods of apportioning interlibrary loans requests to minimize overloading a few libraries.
LSCA	See LIBRARY SERVICES AND CONSTRUCTION ACT.
MICROFICHE	A rectangular sheet of film called a "fiche," (approximately 4" x 6") holding photographically recorded micro-images of print or graphic material. One fiche can record from 98 to 270 pages of information, depending on the extent of the photographic reduction.
MONCAT	See MONTANA UNION CATALOG.
MONTANA UNION CATALAOG (MONCAT)	A compilation of the holdings of Montana libraries which are entered into the Washington Library Network (WLN) data base; produced on microfiche and available to Montana libraries.
MPLA	Mountain Plains Library Association.
MULTI-TYPE LIBRARY COOPERATION	A means of mobilizing total library resources to meet the needs of the user without regard to the type of library involved - whether public, school, special, academic. The goal is to help all library users make more effective use of all library resources and services. A multi-type library network is one that serves more than one type of library.
OCLC	See ONLINE COMPUTER LIBRARY CENTER.

ONLINE COMPUTER LIBRARY CENTER (OCLC)	A computer network system centered in Columbus, Ohio, where cataloging information about library materials is stored, so that information about a given item, including a list of libraries owning it, can be called up on a computer terminal by member libraries. OCLC is a bibliographic utility.
PNLA	Pacific Northwest Library Association.
PROTOCOLS	Conventions used in communicating between levels or nodes of a network. A formal set of conventions governing, for example, the format, content, and sequence of events of messages and transactions.
RD	See RESOURCE DIRECTORY.
RESOURCE DIRECTORY	A compilation on microfiche of the contents of the Washington Library Network data base. Contains catalog records and holdings locations of WLN participants.
RESOURCE SHARING	Any means by which information and/or materials in one library are available to users of another library, often using automated systems, union catalogs and communications networks.
TURNAROUND TIME	In this report, the term for the total amount of time needed to make an interlibrary loan request of an item from another library and to actually receive that item from the lending library.
UNION CATALOG	A catalog collection or listing of the holdings of several libraries, generally established by a cooperative effort, used primariy for loan services.
ULMS	See UNION LIST OF MONTANA SERIALS.
UNION LIST OF MONTANA SERIALS (ULMS)	A central listing of magazines, annuals, quarterlies and other publications published under the same title at periodic intervals, which shows the location of each item listed. ULMS is now a part of Moncat, in the WLN data base.
WASHINGTON LIBRARY NETWORK (WLN)	A computer library network administered by the Washington State Library, offering a variety of automated library services - including shared cataloging, acquisitions management, interlibrary loans, and the creation of products such as catalog cards and microfiche catalogs. A user can determine cataloging information as well as the location of the item for interlibrary loan (ILL) purposes. WLN participants are primarily from the states of Washington, Idaho, Alaska, Montana, and Oregon. WLN is a bibliographic utility.
WLN	See WASHINGTON LIBRARY NETWORK.

APPENDIX B

MONTANA INTERLIBRARY LOAN COMMITTEE MEMBERS DURING PILOT MONCAT PROJECT - FISCAL YEAR 1984

Tom Bremer
Montana Health Sciences Information Network
Renne Library, Montana State University

Kay Carey
Interlibrary Loans Service
Renne Library, Montana State University

Sheila Cates
Library-Media Specialist
Office of the Superintendent of Public Instruction

Lois Fitzpatrick
Director
Carroll College Library (OCLC Library)

Dennis Fredrickson
Head, Public Services
Lewis and Clark Library

Richard Gercken
Director (Federation Review Liaison through March 1984)
Great Falls Public Library
Pathfinder Federation Headquarters

Beth Givens
Library Development
Montana State Library

Shirley Krotz
Director
Glasgow City-County Library
Golden Plains Federation Headquarters
(joined committee March 1984)

Gene Robson
Team Leader, Interlibrary Loans/Extension Services
Parmly Billings Library
South Central Federation Headquarters

Patricia Roberts
Program Manager, Census and Economic Information Center
Montana Dept. of Commerce

Darlene Staffeldt, Staff Liaison to Committee
Supervisor, Technical Services
Montana State Library

PILOT MONCAT SITE LIBRARIES AND LIBRARIANS

Bozeman Public Library
Steve Cottrell, Director

Bozeman Sr. High School Library
Pat Campbell, Librarian

Bureau of Land Management Library
Carolyn Nelson, Director

Butte Silver Bow Public Library
Mike Anderson, Acting Dir.
Phelps Shepard, Director

Carroll College Library
Lois Fitzpatrick, Director

Central Montana Medical Library
Sue Rummans, Director

Chinook High School Lib.
Ellen Svendsen, Director

Dawson Co. High School Library
Avis Anderson, Director

Dawson Community College Library
Andrine Haas, Director

Flathead Co./Community College Library
John Burton, Co. Lib. Dir.
Michael Ober, College Libn.

Glasgow City-Co. Library
Shirley Krotz, Director

Glendive Public Library
Peggy Winchell, Director

Great Falls Public Library
Richard Gercken, Director

Hill Co. Library
Bonnie Williamson, Director

Lewis and Clark Library
Deborah Schlesinger, Director

Lewistown City Library
Florence Kettering, Director

Libby Sr. High School Library
Al Randall, Director

Lincoln Co. Free Library
Inez Herrig, Director

Miles City Public Library
Muriel Cooksey, Director

Miles Community College Library
Larry Torstenbo, Director

Mt. Power Co. Law Library
Sue Nissen, Director

Office of Public Instruction Resource Center
Cheri Bergeron, Director

Poplar High School Library
Mary Dicks, Director

Rocky Mountain College Library
Sue Walker, Director

Rocky Mountain Laboratory Library
Liza Serha, Director

Roundup Community and School Library
Loren Thompson, School Lib. Dir.
Chrys Ligget, Comm. Lib. Dir.

Salish-Kootenai Community College Library
Robert Bigart, Director

Sidney Public Library
Sue Morrison, Director

St. Patrick's Hospital Library
Jody Anderson, Director

Date: Deadline date:

Send to:

For:

Book author OR periodical title, vol., pages, and date.

Book title, edition, place, year, series OR periodical article, author. title.

Verification:

Please send if loan or photocopy fee is less than $_____

Routing Sequence: Date Request Rec'd: Action Taken:

1.
2.
3.
4.
5.

If you cannot fill, please ROUTE to next numbered location.

Request complies with ☐ CCG or ☐ CCL AUTHORIZING LIBRARIAN:_____

INTERLIBRARY LOAN REQUEST
PILOT MONCAT PROJECT

Borrowing library notes:

How request transmitted?

☐ phone ☐ other—please list:

☐ U.S. mail

☐ electronic mail

Lending library notes:

Borrowing library record:

Date item received:

Date due:

Date returned:

Date: Deadline date:

Send to:

For:

Book author OR periodical title, vol., pages, and date.

Book title, edition, place, year, series OR periodical article, author, title.

Verification:

Please send if loan or photocopy fee is less than $ _____

Routing Sequence: Date Request Rec'd: Action Taken:

1.
2.
3.
4.

If you cannot fill, please ROUTE to next numbered location.

Request complies with ☐ CCG or ☐ CCL AUTHORIZING LIBRARIAN: _____

INTERLIBRARY LOAN REQUEST
MONTANA

Lending Library Address:

Date sent:

Date due:

Charges:

Date received:

Date returned:

NOTES:

INTERLIBRARY LOAN FORM ADAPTED FROM PILOT MONCAT PROJECT FORM FOR CONTINUED USE BY MONTANA LIBRARIES

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PILOT MONCAT SURVEY July 1984

RESPONSES TO PILOT MONCAT SURVEY

Responses are indicated by percentage (%), mean and median. In some cases, the highest and lowest responses are also included.

The "mean" is the average value for all responses for a particular question or part of a question. Because it is affected by extreme values at the high and low ends of the response data, the median is also provided. The "median" is the case which has 50 percent of the data group above and 50% of the data group below it.

The written comments provided by participants are included. Comments are followed by the type of library making the response, - public, college, special, school.

---

n = 29 100% return from the participants was achieved. Participants are public, school, college and special libraries which participated in the Pilot Moncat project during fiscal year 1984.

1.a. Size of library collection: _____ titles.
High = 110,598 Low = 936
Mean = 38,876
Median = 24,500

1.b. Average monthly circulation: _____ circulation/month.
High = 26,470 Low = 36
Mean = 5,384
Median = 2,500

1.c. Average monthly interlibrary loan volume:

_____/month - fiscal year 1983 (before project)
High = 857 Low = 0
Mean = 92
Median = 44

_____/month - fiscal year 1984 (during project)
High = 750 Low = 0
Mean = 93
Median = 43

See attached "% of change table" from FY83 to FY84.

Comments:

Was not open for student use - professional staff only (school)

Our general circulation increased during this period - so I'm not sure if this increase was due to Pilot Moncat. (public)

1.d. Total library staff size:

_____ professional librarians	_____ support staff
High = 8 Low = 0	High = 22 Low = 0
Mean = 2	Mean = 3.5
Median = 1.8	Median = 2

2. Where is your library's copy of the Resource Directory (RD) kept? Check one.

a. 14% Reference dept.
b. 10% Technical services
c. 7% Circulation
d. 24% Interlibrary loan
e. 7% Director's office
f. 24% Other public service area - specify _____
g. 7% Other non-public area - specify _____
h. 7% Other - specify _____

Other locations of RD:

Microfiche room (college)
Next to microfiche reader (school)
Audio-visual room beside microfilm reader (school)
At reader printer (special)
Dept. of Human Resources (special)
Microform room (special)
Main reading room (special)
Supervised area - computers, etc. - enter with permission (school)
However this (interlibrary loan) is an area with easy public access. (special)
Just inside the workroom door (public/school)
Moved to public area (college)
Microform-microfiche room near reader (public)
Magazine file/work room area (public)
Geology room (college)
In a microfiche area with other indices. Our library is so small that it could be considered a public, reference or staff area! (special)

Comments:

We keep the RD in the public microfiche room. We encourage students and faculty to use it. By having it "out" in the open more people felt free to use it. (college)

ILL shared with acquisitions/cataloger (public)

It is useful there (next to fiche reader). Librarian and speech and debate coach are primary users. (school)

It wasn't thought wise to keep in public area because of the large numbers of students who would tend to just "play" and get

Addendum to survey question 1.c.

CHANGES IN INTERLIBRARY LOAN VOLUME PER AVERAGE MONTH FROM FISCAL YEAR 1983 to FISCAL YEAR 1984 FOR EACH PARTICIPATING LIBRARY

OBS	LIBRARY	COLLSIZE	SIZE	ILL1983	ILL1984	ILLCHANG
1	GREAT FALLS PUB	110598	OVER 750000	69	93	34.7%
2	CARROLL COLLEG	68200	OVER 750000	1500	1600	6.7%
3	MONTANA STATE	682000	OVER 750000	1600	1700	6.3%
4	FLATHEAD CO/FV	88000	250000-499999	1200	1300	8.3%
5	ROCKY MTN COLL	45000	100000-249999	1100	1100	0.0%
6	BUTTE SILVER B	133000	250000-499999	1200	1200	0.0%
7	HILL COUNTY LI	70000	100000-249999	1100	1100	0.0%
8	MONTANA COLLEG	400000	500000-749999	1100	1100	0.0%
9	BROADWATER CO	40000	100000-249999	1100	1100	0.0%
10	CARBON COUNTY	40000	100000-249999	1100	1100	0.0%
11	FALLON COUNTY	40000	100000-249999	1100	1100	0.0%
12	FERGUS COUNTY	40000	100000-249999	1100	1100	0.0%
13	GLACIER COUNTY	40000	100000-249999	1100	1100	0.0%
14	GOLDEN VALLEY	40000	100000-249999	1100	1100	0.0%
15	HAVRE-HILL CO	40000	100000-249999	1100	1100	0.0%
16	JUDITH BASIN C	40000	100000-249999	1100	1100	0.0%
17	LIBBY PUBLIC L	40000	100000-249999	1100	1100	0.0%
18	MISSOULA CITY-	40000	100000-249999	1100	1100	0.0%
19	MISSOULA COUNT	40000	100000-249999	1100	1100	0.0%
20	PARK COUNTY HI	40000	100000-249999	1100	1100	0.0%
21	POWELL COUNTY	40000	100000-249999	1100	1100	0.0%
22	RAVALLI COUNTY	40000	100000-249999	1100	1100	0.0%
23	SANDERS COUNTY	40000	100000-249999	1100	1100	0.0%
24	SHERIDAN COUNT	40000	100000-249999	1100	1100	0.0%
25	SILVER BOW PUB	40000	100000-249999	1100	1100	0.0%
26	STILLWATER COU	40000	100000-249999	1100	1100	0.0%
27	TOOLE COUNTY L	40000	100000-249999	1100	1100	0.0%
28	WHITEFISH COMM	40000	100000-249999	1100	1100	0.0%
29	YELLOWSTONE CO	40000	100000-249999	1100	1100	0.0%
30	BIG SKY HIGH S	2000	2000-4999	1	1	0.0%
31	BIGFORK HIGH S	5000	5000-9999	4	4	0.0%
32	BOULDER HIGH S	2000	2000-4999	1	1	0.0%
33	CHINOOK HIGH S	2000	2000-4999	1	1	0.0%
34	CONRAD HIGH SC	2000	2000-4999	1	1	0.0%
35	DARBY HIGH SCH	2000	2000-4999	1	1	0.0%
36	DEER LODGE HIG	2000	2000-4999	1	1	0.0%
37	FAIRFIELD HIGH	2000	2000-4999	1	1	0.0%
38	FLATHEAD HIGH	5000	5000-9999	4	4	0.0%
39	FORSYTH HIGH S	2000	2000-4999	1	1	0.0%
40	HAMILTON HIGH	2000	2000-4999	1	1	0.0%
41	HARLEM HIGH SC	2000	2000-4999	1	1	0.0%
42	HARLOWTON HIGH	2000	2000-4999	1	1	0.0%
43	HELENA HIGH SC	5000	5000-9999	4	4	0.0%
44	HINSDALE HIGH	2000	2000-4999	1	1	0.0%
45	HOBSON HIGH SC	2000	2000-4999	1	1	0.0%
46	HOPLAND HIGH S	2000	2000-4999	1	1	0.0%
47	KALISPELL HIGH	5000	5000-9999	4	4	0.0%
48	LAME DEER HIGH	2000	2000-4999	1	1	0.0%
49	LIBBY HIGH SCH	2000	2000-4999	1	1	0.0%
50	LODGE GRASS HI	2000	2000-4999	1	1	0.0%
51	MALTA HIGH SCH	2000	2000-4999	1	1	0.0%
52	MISSOULA CENTR	5000	5000-9999	4	4	0.0%
53	MOORE HIGH SCH	2000	2000-4999	1	1	0.0%
54	POLSON HIGH SC	2000	2000-4999	1	1	0.0%
55	POWELL COUNTY	2000	2000-4999	1	1	0.0%
56	RAE HIGH SCHOO	2000	2000-4999	1	1	0.0%
57	RED LODGE HIGH	2000	2000-4999	1	1	0.0%
58	ROCKY BOY HIGH	2000	2000-4999	1	1	0.0%
59	ROY HIGH SCHOO	2000	2000-4999	1	1	0.0%
60	SCOBEY HIGH SC	2000	2000-4999	1	1	0.0%
61	SHELBY HIGH SC	2000	2000-4999	1	1	0.0%
62	STEVENSVILLE H	2000	2000-4999	1	1	0.0%
63	THOMPSON FALLS	2000	2000-4999	1	1	0.0%
64	TOWNSEND HIGH	2000	2000-4999	1	1	0.0%
65	TROY HIGH SCHO	2000	2000-4999	1	1	0.0%
66	WHITEFISH HIGH	2000	2000-4999	1	1	0.0%
67	WILSALL HIGH S	2000	2000-4999	1	1	0.0%
68	WOLF POINT HIG	2000	2000-4999	1	1	0.0%

Notes: Hyphen after percent (%) indicates negative change.
"ILL1983" and "ILL1984" columns show monthly interlibrary loan volume.
*** means data were missing or calculation of a percentage value was meaningless.

the fiche out of order. (school)

It spent much of the time with the cataloger when not in use by ILL. (public)

3. Indicate how many staff use the RD.

No. of staff users

a. ____ Professional level/librarians
High = 4 Low = 1
Mean = 1.5
Median = 1

b. ____ Support/clerical staff level
High = 5 Low = 0
Mean = 1.4
Median = 1

4. What uses do you make of the RD. Please respond to all that apply to your library. Indicate the approximate percentage (%) of use for the appropriate functions listed below. For example, if half of your library's use is for cataloging, enter "50%" at letter c. Your percentages must add up to 100%. Leave blank those uses that do not apply to your library.

a. 49% Obtain interlibrary loan (ILL) location information - the holdings data.
b. 14% Verification of bibliographic information, for example for ILL or acquisitions
c. 16% Cataloging purposes
d. 5% General reference usage
e. 8% Subject reference usage, for example for subject requests or subject bibliographies
f. 2% Collection building purposes
g. 1% Acquisitions decisions
h. 5% Use by general public
i. negligible% Other uses - specify _____

Reponses to "other:"

We just finished our retrospective conversion for WLN -used the RD 6 hrs./day for 20 days to confirm LC numbers. (school)

Name authority. (public)

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5. Approximately how often per week is the RD used in your library? Your answer should reflect the total of all uses by library staff members.

a.	0%	0 times per week
b.	18%	1-3 times per week
c.	11%	4-6 times per week
d.	14%	7-10 times per week
e.	4%	11-15 times per week
f.	14%	16-20 times per week
g.	25%	21-30 times per week
h.	4%	31-40 times per week
i.	11%	More than 40 times per week

6. _____ Estimate of number of hours per week you spend using the RD.

High = 15 Low = .3
Mean = 5
Median = 5

7. If your library uses the RD very little or not at all, please indicate the reasons why.

I try to gather work for ILL once a week. That saves me time. Our volume of ILL is not very large. (school)

School library setting is different from Public. Students have less need. We intend to use our 1984 RD for more in the area of cataloging and bibliography searches in 1984-85. (school)

Our library suffered a cut in professional staff due to failure of a mill levy. So services had to be confined to previous levels. We were unable to add another service that took more staff time. The RD was not widely advertised to our public, but was used when it did seem to save steps. (school)

The Bozeman Public Library used the RD infrequently because ILL for that library is conducted by the Federation. The Federation uses the RD infrequently for ILL because HQ staff has access to WLN online. (public)

Low volume of requests (special)

We use the RD quite a bit, but since we serve a rather small, specialized clientele, it might appear we use it less than other libraries do. (special)

Is used only when students do research and we do not have sufficient information. It really helps us out. (school)

8. Has the use of the RD increased your ILL volume?

59% Yes 41% No

If yes, how much?

I don't know the exact %, but the speech and debate coach says he uses ILL much more than last year. (school)

Especially with subject requests (public)

Our first impulse was to say "no" because we felt our ILL usage had not increased substantially but our figures show that ILL loan voume was up 13 per month and of that an average of 5 per month was from the RD. (public/school)

Not really because in most cases, we found that material needed was at MSU, so we sent the person there, rather than go through the ILL procedure. (school)

30% or more (college)

One-fourth more borrowing than 1983. Less lending to Montana libraries and out-of-state libraries as our holdings are not on RD; however, being a headquarters library, we lend extensively to our federation libraries. (public)

About 2.5%. (college)

From 0 to 70+ requests this year. Previously handled through public library. (school)

From nothing to an average of 5 or 6 per month. (school)

At least double - we used to do very little ILL except through the State Law Library. (special)

Approximately 10%. (public/college)

I do believe the reason for our interlibrary not increasing in volume is with the use of the RD we are more aware of what the college library has and also we have consolidated our effort better with the public library. (public)

100%. I never used ILL before very much. (school)

115 items (public)

Because of use of subject RD - specific titles obtained by patrons within subject area. (public)

9. In what way has the RD affected the frequency with which you can fill ILL requests for your users. Rate on a scale of 1-10, 10 being the most frequent fill rate. Circle the appropriate mark on the scale.

Mean = 7.3
Median = 8

much more frequently — no change — much less frequently

10 9 8 7 6 5 4 3 2 1

Comments:

The Federation staff was using WLN online regularly 7 months before the RD was obtained. Using WLN as a measure would cause

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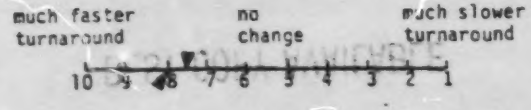
us to circle #9. (public)

10. In what way has the RD affected turnaround time for filling requests? Rate on a scale of 1-10, 10 being the highest turnaround time.

Mean = 7.6
Median = 8



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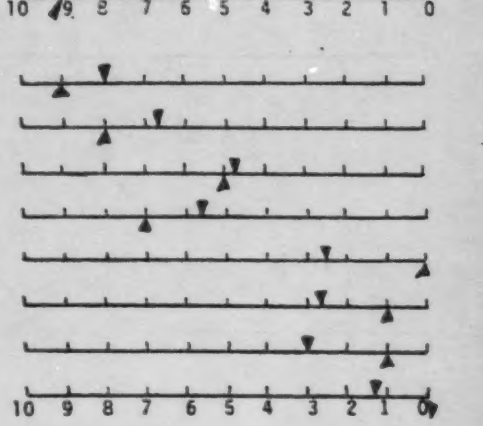
11. How effective has the RD been for your library? On a scale of 1-10 (10 being the most effective), rate how useful/effective you have found the RD in each of the functions listed below. A zero (0) indicates you did not use the RD for that particular purpose (not applicable). Circle the appropriate mark on the scale.

a.	Obtaining interlibrary loan information	Mean = 8.6 Med = 9
b.	Verification of bibliographic information	Mean = 8 Med = 9
c.	Cataloging purposes	Mean = 6.8 Med = 8
d.	General reference usage	Mean = 4.7 Med = 5
e.	Subject reference usage	Mean = 5.6 Med = 7
f.	Collection building	Mean = 2.5 Med = 0
g.	Acquisitions decisions	Mean = 2.6 Med = 1
h.	Use by general public	Mean = 3 Med = 1
i.	Other uses - specify	Mean = 1.3 Med = 0



Responses to "other:"

Name authority (public)

12. I found the RD to be:

62% Very easy to use - no problems
38% Easy to use - some problems
____ Difficult to use - significant problems
____ Very difficult to use - major problems

Comments:

I wasn't sure what exactly I was getting when I ordered through ILL. I could get a good idea by reading the annotation in the RD, but results were sometimes disappointing. (school)

A computer is alot easier. (public)

Spacing is confusing. Some journals are difficult to find. (public)

Pet peeve: I am used to NEUCAT (Nebraska union catalog) that has index on each sheet and miss that index VERY much. (public)

Takes intense concentration - hard on eyes at longer stretches. Spacing in fiche can sometimes present a problem. Selecting proper locations, avoiding using same libraries when one or more persons are searching, can be a problem. Time consuming (searching process) - much detailed writing and searching. (public)

The 1984 one is easier to use than 1983 since you didn't have to go from the author or title index to the register to find bibliographical information, it was in the title index. (college)

Found it useful to have full record under title. (special)

Time consuming (special)

The RD is effective for obtaining necessary ILL's for the time period covered. (special)

Until ILL Librarian became used to it the spacing of the WLN numbers and register numbers was confusing because they were closer to the following entries than the ones they applied to. (public)

The address section was not easy to use. Could not find addresses of some institutions. (school)

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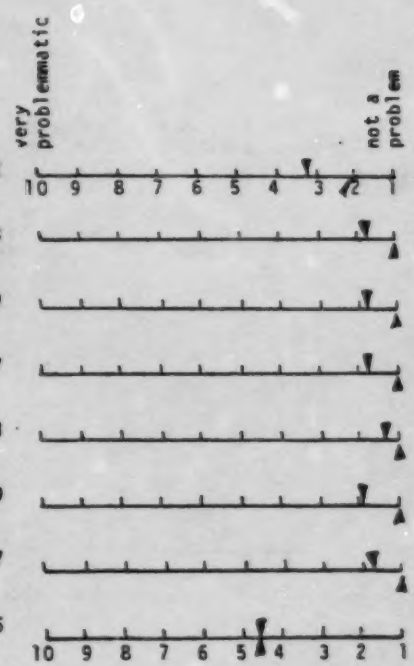
13. To what extent did the RD present usage problems for you? Indicate on a scale of 1-10 the extent of the problems encountered. 10 is the most problemmatic. Circle the appropriate mark on the scale.



a.	Did not list many titles for which we were searching.	Mean = 3.2 Med = 2
b.	Holdings data was sometimes inaccurate.	Mean = 1.8 Med = 1
c.	Microfiche use of RD was too troublesome for effective use.	Mean = 1.9 Med = 1
d.	Format of entries was difficult to use.	Mean = 1.7 Med = 1
e.	There were filing order inaccuracies.	Mean = 1.3 Med = 1
f.	The fiche was difficult to read.	Mean = 1.9 Med = 1
g.	It was difficult to locate the correct fiche to search.	Mean = 1.7 Med = 1
h.	Other - specify _____	Mean = 4.5 Med = 4.5

Please comment further on any difficulties you encountered in using the RD:

On the whole we found the RD easy to use. We found it cumbersome and time-consuming in these areas: Checking the Missoula fiche first; finding the registration # then going to another card for cataloging information; the use of the manual for completing requests forms, especially locating addresses for libraries. Part of the problem was of our own making since we didn't have our RD box located right beside the microfiche reader. (public/school)

Having to check the Missoula fiche separately was a pain. Taking down TWO long numbers (regis # and LC or WLN) was annoying. Both these problems are elimiated on the 84 RD. Using fiche for long periods of time would be a problem. Our volume is not that high. We still get tired eyes on days when we use it a lot. (public)

Comment on a): time limit of holdings covered is problemmatic. (special)

Comment on g): Right at first, may have been a little problem to locate the correct fiche to search. (special)

Any problems were worth the effort, ie #9. (school)

RD 1984 fiche quality does not seem as high as that of RD 1983. (public/college)

Comment on b): Cannot tell if some holdings were not on RD. (college)

At times I had a hard time determining if it was author or title main entry. (college)

Some of the printing was very difficult to read. Many times we had particular problems with the numbers. On a few of the listings large spaces was at times confusing, as we wondered if it was the same title or a separate one. On the whole and for so many listings I feel the errors were minimal. (public)

Comment on e), filing order inaccuracies - I have encountered this occasionally. (public)

Comment on h) - Quickly out of date.

Letter c: We only have 1 reader. I feel patrons' use came first, so somedays I needed to reschedule my work to accommodate effective use of a reader/printer. (school)

Letter f: I needed to exchange 1 fiche because it was unreadable (school)

Letter g: It was sometimes confusing (school)

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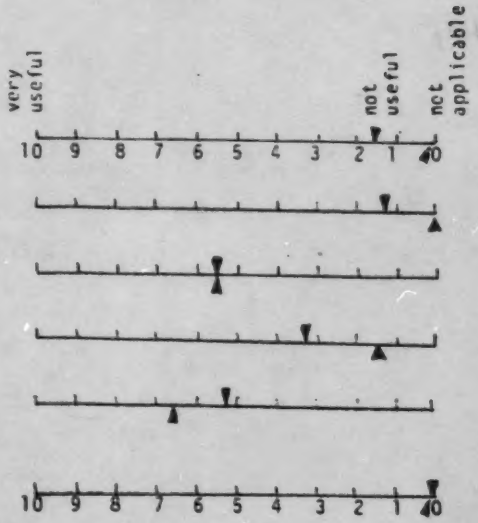
14. Indicate how useful you found the subject section of the RD to be. Use a scale of 1-10. 10 indicates very useful. A zero (0) indicates the RD was not used for that purpose (not applicable).



a. As an aid in collection building. Mean = 1.5 Med = 0

b. As an aid in preparing bibliographies. Mean = 1.3 Med = 0

c. Subject reference use by staff. Mean = 5.4 Med = 5.5

d. Subject reference use by public. Mean = 3.3 Med = 1.5

e. Substitution for specific author/title requests not located elsewhere. Mean = 5.2 Med = 6.5

f. Other - specify and rate Mean = 0 Med = 0

Comments:

Requests consist of periodicals for the most part. (special)

Seeing all the zeros circled here, are we to assume we failed to utilize the RD in this area? (public/school)

Again, it was excellent for the research done by the speech and debate team for their subject uses. (school)

d) for thesis information for some teachers (school)

We didn't use it too much for these because of shortage of staff but found RD useful when it was used. (public)

It could be very effective as an aid in building collections, but my use for that purpose was minimal. (public)

As our RD is used mainly for interlibrary loan identification, the subject section was not used for bibliographic searching. (public)

Comment on c) - subject reference use by staff: This has been useful several times. (public)

15. Please indicate the sequence in which you would use the following location tools/methods to search for locations of your users' ILL requests. Mark 1 for the tool or method used first, 2 for the second etc. Leave blanks for those not used at all.

No statistical analysis for this question. See written report.

	Previous to project	During project	
a.	___	___	Forward the request to federation HQ.
b.	___	___	Use the RD.
c.	___	___	Telephone another library.
d.	___	___	WLN online data base.
e.	___	___	Local union list(s).
f.	___	___	Other union list(s).
g.	___	___	Montana Health Science Information Network - MHSIN.
h.	___	___	OCLC online data base.
i.	___	___	Check other local libraries.
j.	___	___	Resource Sharing Program (RSP) - Univ. of Washington.
k.	___	___	Other - specify _____

Responses to "Other:"

First step - check our HQ holdings (public)
MSL for WLN search or verification from other sources. (public)
Montana State Library (special)
National Library of Medicine, during project. (special)
Montana Union List of Health Science Serials (special)
PNRHSL (special)
order interlibrary loan (school)
BIP's
Round robin (public)

Further comments: How has the RD affected your ILL procedures, ie the steps you take to process ILL requests?

It has added a step to our procedures. It was worth taking. (college)

The basic steps are easy. I just search the RD, decide which location to use, then fill out the forms and send them out. (school)

1. Check BIP to verify originality. 2. Check RD (usually ends here). 3. Check Marc fiche. 4. Check CBI. 5. Send unverified requests to MSL. Send verified requests on RR or specific WLN Locs. (public)

Has not affected at all. (public)

We now send our requests direct; we used to send all book requests through our public library and the federation system. (college)

Eliminates searching old CBI. (public)

It has become sort of supplementary to what we have always done - send our requests to Federation headquarters; but it has given us an additional outlet. If Billings can't fill our requests we can see for ourselves where we want to go next. (public/school)

Consolidated the process to 1 uniform step. Check WLN! Few requests weren't found there. (college)

Takes a great deal more of my time. (school)

It has put us in control of our own ILL. (public)

Use it as another union holdings list for location and verification. (special)

Our library did not do requests. They had to go to the public library. (school)

As marked above we used the RD first but sent requests to Federation headquarters. (public)

We call libraries that have WLN or OCLC online. (special)

It has eliminated lengthy verificatin searches in tools such as BIP, CBI, etc. in many cases. (public/college)

It has shortened the time it takes to obtain material. I can order it myself rather than go through the local public library. (school)

We are able to locate 90% of our requests in our weekly search of Univ. of Montana and Missoula City-County libraries. (college)

Searching the fiche and typing the forms takes twice as much time as in the method used before Moncat... However, I feel the time is worth it as we are more sure of the availability of the materials which the customer is requesting. (public)

RD is all we know! (public)

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16. Did you notice gaps in coverage when using the RD, for example types of materials that your users wanted but which you were unable to obtain through the RD?

If so, what types of holdings would you like to see added to the union catalog from Montana libraries? These would be types of materials, subject areas, specific libraries' holdings, types of libraries. Indicate your first choice (1), second choice (2), third choice - up to 5 choices.

No statistical analysis of this question. See written report.

a. Nonfiction - specify subject areas
b. Fiction - specify type
c. Nonprint materials - specify types such as films, video etc.
d. Juvenile materials
e. Manuscripts
f. Cataloging of computer software
g. Specific libraries' holdings - indicate library names:
h. Specific types of library holdings, such as law or health science libraries - specify:

Responses:

Un-numbered responses:

Non-fiction:
medicine - needs to be stronger (special)
photography - aerial (public)
genealogy (public)
genealogy materials (public)
Montana history - private publishers - circulating copies (public)
material pertinent to Montana (special)
government documents - and hopefully by title and author rather than dept. of sudoc (public)
government documents (special)
technical reports (special)
books written in Spanish (public)
direct health service information (public)

Nonprint materials: phonorecords (public)
films (public)

Juvenile materials (public)

Manuscripts: Masters or doctoral theses (public)

Specific libraries' holdings:
Montana State Law Library (special)
Mt. State Library (special)
Historical Society Library (special)
MSU (special)
UM (special)

Specific types of library holdings:
health science libraries (special)
State and federal government documents (special)
health information on specific diseases (public)
natural resources (special)
socio-economic (special)
theses from Montana's universities (special)

Prioritized:

1. Nonfiction (public)
1. Nonfiction: technology (do-it-yourself work) (public/college)
1. Nonfiction: crafts (public)
1. Nonfiction: 600's (public)
1. Nonfiction: 700's art (public)
1. Nonfiction: 800's - literature in a foreign language (public)
1. Fiction: Billings fiction pool (public)
1. Fiction: older American titles (public/college)
1. Nonprint materials: Language lesson tapes and records (public/college)
1. Nonprint materials: video (college)
1. Nonprint materials: cassettes (public)
1. Nonprint materials: foreign language (public)
1. Nonprint materials (college)
1. Specific types of library holdings: Historical society libraries (public/college)
1. Specific types of library holdings: health science libraries, hospitals, clinics, veterinary libraries (special)
1. Juvenile materials: subjects for teachers to use as a reference, ie debate topics (school)
1. Juvenile materials (school)
1. Specific libraries' holdings: Do not limit Moncat to Montana libraries (college)
1. Cataloging of computer software (special)
1. Cataloging of computer software (school)

2. Nonprint materials: sound filmstrips, slides, tape recordings, videocassettes (school)
2. Nonprint materials: video (public)
2. Nonprint materials: films (college)
2. Nonprint materials: 16mm films (public)
2. Nonprint materials: phono records (public)
2. Nonprint materials: video, films (special)
2. Nonprint materials: Business skill development tapes and records (public/college)
2. Nonprint materials: filmstrips (school)
2. Nonprint materials: recordings (public)
2. Fiction: older titles (public)
2. Fiction: young adults (school)
2. Fiction: Billings fiction pool (public/college)
2. Cataloging of computer software (public)
2. Cataloging of computer software (college)
2. Juvenile materials (special)

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2. Juvenile materials (public)
2. Nonfiction: Native American topics (public)

3. Cataloging of computer software (special)
3. Nonprint materials: music-sheet music (public library)
3. Nonprint materials: sound recordings (college)
3. Nonprint materials: video cassettes (school)
3. Nonprint materials: motivation films or tapes (public)
3. Fiction: light fiction, romances, westerns (public)
3. Fiction: Billings fiction pool (college)
3. Juvenile materials: especially Montana holdings (public)
3. Juvenile materials (public)
3. Juvenile materials (public)
3. Specific types of library holdings: school libraries (school)

4. Nonfiction: education (college)
4. Nonfiction: science/history/philosopy theory (special)
4. Nonfiction (college)
4. Nonfiction: Montana (public)
4. Cataloging of computer software (public)
4. Cataloging of computer software (school)
4. Specific types of library holdings: genealogy (public)
4. Specific libraries' holdings: MSU (public)

5. Specific libraries' holdings: veterinary libraries (special)
5. Nonfiction: anorexia nervosa (school)
5. Nonprint materials: recordings (public)
5. Nonprint materials: slide-tape programs (public)
5. Specific types of library holdings: Vocational education materials (public)

6. Nonfiction: U.S. politics and government (school)
6. Specific types of library holdings: federal government documents (public)

Comments:

Fiction - out of print - is a god-send. (public)
Most requests were found in the RD. (college)

High fill rate from MSU. But seldom found RD entries for them or other Mt libraries. Very few J or YA hits. (public)

On the basis of the work we did with the RD we don't feel qualified to answer this page. The RD met our needs and provided us with material for our requests. (public/school)

Very seldom do we fail to find the necessary material. (public)

It would be good to have some school libraries' holdings listed for cataloging information and collection building information. (school)

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17. Please comment on the use of the special ILL form prepared for the Pilot Moncat project. Any difficulties in usage? Any suggestions for refinement? Other comments?

Easier to read and to use. I noticed it was easier to fill requests that came on the form than ALA. It was also a good feeling that when CCL could not fill a request, we could forward it on to another library saving time for the patron. (college)

The form seems fine. Once I get used to it, I was able to use it easily. (school)

Easier to use than ALA form. Under borrowing library notes, put a heading for CHARGES. (public)

Great! (school)

Very good. Eventually went to preparing on micro, but thought print form was good. (public)

Worked fine for us (college)

It was very easy to use. (public)

No difficulties. I like it. (public)

No problems. (public)

Make it smaller - to fit 4x6 file drawer. We really have problems keeping them filed. (special)

Time consuming. However, have no better ideas. (special)

It was good, usable and once we mastered the format we had no trouble. (public/school)

No, it's OK. (special)

On the routing sequence - we have no way of knowing ILL status (but we do feel this format speeds up the ILL process). We miss having the names and addresses of libraries written out on the form. (special)

No problems (school)

No problems (public)

ILL Loan Librarian is not always sure how much information to put on request. Specifically if they want all the available information on publisher or publishers and price and different publication dates. (public)

We have two complaints about the form. 1. Its size is too big to fit a standard ILL file box. 2. It doesn't seem to be

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ANALYSIS OF RESPONSES TO QUESTION 16 OF PILOT MONCAT PARTICIPANTS' SURVEY:
"Did you notice gaps in coverage when using the Resource Directory,...materials that your users wanted but which you were unable to obtain through the RD?"

	PRIORITY non num	1	2	3	4	5	6	TOTAL
NONFICTION								
general	2	1			1			4
medicine and health-related	2							2
photography	1							1
Montana-related	2				1			3
government documents	2							2
technical reports	1							1
foreign language	1	1						2
do-it-yourself		1						1
crafts		1						1
600's		1						1
700's		1						1
education					1			1
anorexia nervosa						1		1
U.S. politics and govt.							1	1
science					1			1
philosophy					1			1
history					1			1
TOTAL								25
FICTION								
Billings fiction pool		1	1	1				3
older titles		1	1					2
young adults			1					1
light fiction				1				1
TOTAL								7

page two:

	PRIORITY non num	1	2	3	4	5	6	TOTAL
NONPRINT MATERIALS								
general		1	1					2
phonorecords	1		2	1		1		5
films	1		3					4
video		1	2	1				4
cassettes		1						1
language lessons		2						2
business skills tapes			1					1
filmstrips			1					1
sheet music				1				1
motivational tapes				1				1
slide tape shows						1		1
TOTAL								23
JUVENILE								
general	1	1	2	2				6
debate topics		1						1
Montana-related				1				1
TOTAL								8
MANUSCRIPTS								
general	1							1
CATALOGING OF COMPUTER SOFTWARE		2	2	1	2			7

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page three:

	PRIORITY none	1	2	3	4	5	6	TOTAL
SPECIFIC LIBRARIES' HOLDINGS								
Montana State Law Library	1							1
Montana State Library	1							1
Historical Society Library	1							1
Montana State Univ. Library	1		1					2
Univ. of Montana Library	1							1
libraries outside of Montana		1						1
TOTAL								7
SPECIFIC TYPES OF LIBRARIES' HOLDINGS								
veterinary			1					1
health-related	2		1					3
government publications	1						1	2
natural resources	1							1
socio-economic	1							1
Montana univ. theses	1							1
historical		1						1
school libraries				1				1
vocational education					1			1
TOTAL								12

Montana State Library
July 1984

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set up in a format that facilitates typing. (special)

Did not use enough to make comments. We normally could send to only one location due to scarcity of item. (special)

GFPL has been using the old forms. New form has not been seen. (public)

No heading for a subject request submitted to HQ libraries. No space to record postage. Generally, though, one of the nicest forms we've ever used. (public/college)

The form very adequate. (public)

No difficulties. (school)

No problem. Form worked well. (college)

No problems. (public)

18. For future use of a union catalog by Montana libraries, would you prefer to use the RD, which includes holdings of all WLN participants in the Pacific Northwest states, or would you prefer a Montana union catalog fiche edition, Moncat, which would include the holdings specifically of Montana libraries?

A 1985 edition of Moncat is projected to have approximately 500,000 holdings of Montana materials and approximately 250,000 unique titles (average of 2 holdings/title). It would have approx. 300 pages of fiche. The 1984 edition of the RD has 6,240,521 holdings, 1,348,348 titles, and 1,628 pieces of fiche.

83% I would prefer to use the RD.

10% I would prefer to use a listing limited to Montana libraries.

7% Other preference - specify:_____

Comments:

With OCLC our only interest is Montana holdings. (college)

The Montana catalog is an excellent idea, but there were occasions when no holdings were listed in Mt locations for the title I wanted, so the WLN locations really helped. (school)

Moncat, smaller size, better for public use. Let the library buy the RD's for the librarians. Moncat for the "people." (public)

I want both separately. Moncat first - I would use it with my students. WLN second - for our use and teachers use. (school)

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Would be too limited by not using RD. (public)

From a purely selfish point of view, I would prefer to have all libraries on OCLC as it has most of what we need, and the ILL subsystem is operational; of course, a merging of the two systems would be ideal. In reality, a free exchange of information and data between the two systems would be good for both types of participants. (special)

We're hooked - once we used the RD we don't want to surrender it. Our first choice for ILL tools would be to have a current Billings fiche and current RD. (public/school)

Until all Montana libraries have entered their holdings, RD seems to have more resources. (public)

A RD more inclusive of Mt would be ideal, ie not having several separate Missoula City-County fiche, also more Mt libraries included. (public)

To have a Moncat would involve two directories which seems to us to be a duplication of effort and cost. (public)

I would prefer to use the RD because it includes holdings of other law libraries in the Northwest. (special)

We feel there is no need for a separate Moncat, if economic circumstances continue to allow us to draw upon the resources of the entire Pacific Northwest. (public/college)

We feel that we need both. If all Moncat holdings are in RD, then we prefer the RD. (public)

No need of wasting funds for Montana Cat. I believe the RD gives you a wider range. (public)

I would like both! (public)

19. How were you trained for the Pilot Moncat project and RD usage?

93% I attended the training provided by the State Library.
3% I was trained by someone in my library.
3% I did not receive training but figured it out on my own, using the Pilot Moncat manual.
___ Other - specify:_____

20. Was your training adequate? 100% Yes ___ No

Comments:

The presentation was clear. The handouts were good for

further reference. (college)

As long as we were able to call or write to someone when we had questions. (college)

Very helpful (school)

Perhaps more explanation on addresses of ILL locations. Had to do some digging to find and figure it out. (school)

Through communication with the Billings library we were not unacquainted with ILL procedures; therefore, we found the training to be adequate and we were quite able to work through our problems. (public/school)

The training was well-organized and pertinent. (public/college)

Appreciated Darlene's explicit directives and assistance with practice session. Previous ILL Librarian set up specific guidelines to follow. (public)

21. If "no," what more did you need?
No responses to this question.

22. Was the ongoing support you received from the State Library and/or federation headquarters adequate?

97% Yes 3% No

Comments:

People were always there and ready to help. (school)

Would like to know what other procedures are followed by other libraries and if they are more effective. Also, what lending libraries think of Moncat. (public)

Very good. (public)

23. Your specific suggestions on the Pilot Moncat manual are appreciated:

Some libraries listed in RD, not listed in manual. (college)

We do not have addresses for all symbols like AkAs. Needs updated ILL policies from individual libraries, charges, etc. (public)

The address listing was difficult to use. The size and complexity of the manual were discouraging given our time constraint. (special)

The manual is thorough and answers our questions; however, because of its size and content it is somewhat cumbersome and, when we don't know what we're looking for, locating just the right material is somewhat difficult. But perhaps there is no solution to that condition. (public/school)

Informative - filled our needs. (public)

Very well put together for all levels of experience in interlibrary loan procedure. It was obviousy well-thought-out. (special)

It was quite comprehensive. (public)

Highlight addresses, zip codes, and ILL restrictions. (school)

The manual is an indispensible teaching tool; however, reference is not made to it after one is sure or procedures. Always good to have handy just in case. (public)

Expand and update the section which gives detailed information on ILL procedures and rules to include more WLN and non-WLN libraries. Consider binding the manual. (public/college)

Improve the address index of the libraries. It is not in alphabetical order and does not contain all of the addresses. (school)

It included some very handy information. (college)

I felt that the manual was well written and sufficient. (public)

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24. Regular ongoing training sessions for persons new to ILL procedures, held at least once per year, are needed to inform librarians of the use of the union catalog for ILL purposes.

79% Yes 7% No 14% Don't know

Comments:

I think those of us who've had the training can help others. (school)

For a year or two. (public)

It is also a good way for new librarians to appreciate all of the help that the State Library can offer. (school)

I really feel that if a manual is established (based on the one in use for the pilot) and updated on a regular basis, regular training sessions would not be necessary. However, I realize that not everyone has access to previous experience in ILL and protocols. And, of course, you would get a greater cross section of personnel using the system. It is hard to evaluate from my perspective. (special)

Clarifies procedures unless persons have already had training on the job. (public)

Not necessarily once a year. Whenever there is a turn-over in staff. (special)

Yes, unless the person can train under one who is already familiar with the procedures.

We feel that new people within the Moncat member institutions should be able to be trained by people already in the institutions. (special)

Could be done locally by area people that received state training. (school)

25. Assuming a Montana union catalog, a Moncat fiche, were produced once per year, and assuming you would purchase one copy each year, what is the maximum cost you would pay for the Moncat?

For your information, the RD costs $150 for school libraries and public libraries serving a population under 5,000. For all others the RD costs $300.

Please check the top amount you would pay for one copy of a Montana union catalog.

19%	$ 50
22%	100
37%	150
7%	200
3%	250
11%	300

Comments:

The cheaper the better. (college)

I probably wouldn't be able to justify $50 per year for the volume of ILL we use. The administration might approve $50 every 2 or 5 years! (school)

$100 top price for Moncat. (public)

A Mt catalog is really too restricted to serve us as well as we need. (special)

We have just paid $300 for RD '84 and we would cheerfully cut back in other areas to continue buying it. We think Moncat would be about half as useful to us. (checked $150) (public)

We did not buy a 1984 RD, but if it continues to be available we plan to purchase every other year. (public/school)

We would probably pay whatever is asked. Would both the RD and a Montana catalog both have to be purchased each year? ($150 checked) (public)

Being able to determine locations and availability of needed materials is invaluable. This would be cheap access. (checked $300) (special)

But we will be on WLN. Otherwise might only ... every other year. (public)

Regular price for headquarters libraries. (public)

Not fair - I would hope it would be no more than this ($50) - but I would probably pay more - or just get the RD. (school)

Would probably pay more (than $50) but with the RD think it is unnecessary. (public)

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At present we would only pay this amount ($90) but as more holdings are added we might be willing to pay more. However if the cost of Moncat comes to equal that of the RD, we would probably opt for the RD instead since it contains the holdings of other law libraries in the Northwest, in which we are more interested than in the fiction and general non-fiction of public libraries for example. (special)

We feel this would be a "must" purchase, but of course, would like to see costs kept as low as possible (indicated $300). (public/college)

We need the full RD for our extensive cataloging use. (college)

26. If cost were NOT a consideration, please rank the desirability from your library's point of view of the following publication options for a union catalog. "1" is your first choice, "2" the second choice, etc.

	First choice	Second choice	
a.	31%	26%	Annual edition
b.	38%	37%	Annual edition with 6 months supplement
c.	10%	26%	Biennial edition (once every 2 years) with 3 6-months supplements
d.	10%	11%	Biennial edition with 1 annual supplement
e.	10%		Other - specify:

Responses to "other:"

Online! - if cost is no object. (special)

If cost were not a consideration we would go online to WLN! (public)

Semi-annual edition - each 6 months (public/college)

If cost of production is prohibitive, "d" would certainly be acceptable. (public)

Annual edition with quarterly supplements. (public)

How useful are supplements? Would librarians make proper use of them? (public/school)

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27. You have had the experience of using a union catalog of 100+ Pacific Northwest libraries. Thinking into the future and dreaming a bit, what would your IDEAL interlibrary loan/resource sharing tool or method be.

Online ILL transmissin with document delivery. (college)

Online for all libraries with all Mt libraries, including high schools listed (I'm dreaming big, huh?). Easy to update, faster to use and process. Realisticaly, the RD seems to be within the grasp of our district and seems to be the most practical now. (school)

Tool: Moncat placed in all school, public libraries, government agency offices, etc. - for the "people." Resource Directory for the librarians. Method: Toll free ILL center where librarians could place their orders for materials outside federation. Within federations electronic messages sent. All federation library holdings on Moncat. (public)

Standardized communications network for Northwest. Electronic mail. Direct borrowing. Shared costs for smaller libraries and NO user fees. (public)

I think the ideal ILL/resource sharing tool would be one similar to WLN in that is included a large geographic area and many diverse libraries. In addition, the system would have the capability to communicate directly between libraries so a resource could be located, the holding library contacted, and the availability of the resource confirmed at the same time. (college)

An online system would be great - a big improvement over fiddling with the fiche. And with many more Mt libraries holdings included. (college)

A direct hookup with WLN whereby our requests would automatically be sent on to the proper library. (public/school)

Computer hookup to all Montana libraries plus WLN. (public)

It would be OCLC's ILL capabilities within the Pacific Northwest. Do we really need 2 bibliographic utilities? (special)

WLN membership. (public)

Online data retrieval and ILL. (special)

Computer terminal network for electronic mail to go directly to holding library located in Montana catalog or RD. (public)

Something like OCLC would be wonderful but including all "minor" Mt. locations as well. (a national listing that includes the collection of Choteau, Mt!). (public)

(special)

The RD has been very handy to us - makes our work easier, speeds us up. However, even before getting it, we were able to obtain ILL material very well. (special)

Absolutely necessary - particularly to areas like NW Montana - small towns and many miles and few dollars. I am a positive vote to continue and to expand any ways possible. (school)

Montana is making progress in the area of resource sharing. Yay, Montana! (special)

We do not feel that a separate Moncat product is warranted at this time. We feel funding would be better used to help more Montana libraries participate in WLN. We have thoroughly enjoyed our participation in Pilot Moncat. If the project should be extended or other needs arise, we would be happy to host regional meetings at our library. (public/college)

I am very grateful that our library was one of the libraries chosen for this project. The RD has been very useful. We ordered the new 1984 RD and I believe it is $300 well spent. The project went great. I enjoyed it from start to finish. (public)

1. A distinct advantage of RD and Moncat resources over [illegible] Robin and past ILL procedures. Makes ILL requests easier t[illegible] locate and usually gets material to patron in a reasonable time period.
2. Those directing the Pilot Moncat are to be commended for the systematic way in which the project was developed.
3. The annual updating of RD helps, especialy for recent copyrights.
4. This project has certainly made for smoother handling of ILL procedures. It's next best to WLN or OCLC.
5. The development of Moncat would be a tremendous boost to ILL for State holdings. (public)

I really like it and I hope to be able to continue to use it. (school)

We joined the project expecting very little benefit, but the cataloging uses of the RD plus the less frequent interlibrary use make the project very helpful. Please note that we have local library access to UM and to Missoula City-County which puts us in a very enviable interlibrary loan position. (college)

I have been pleased and honored to be a part of it, and hope that my responses to others have been acceptable. The project got our library off to a good start, and hopefully the only way is 'up' for us from now on. Only money holds me back!!! (public)

We did find the extra record keeping a chore - because of time limitations. (public)

Moncat is a long time in coming. Care and attention must be given to the format that is chosen - the arrangement of author/title/subject. Even the print used on the heading of the fiche is important. The index must be clear and concise so that any patron can use it easily. I would like to see as many libraries as possible to be included in Moncat. It is also extremely important to have copies of Moncat in EVERY library in the state. This can cause problems with fiche readers, one that the State Library will have to try to come to grips with. I would also like to see what prices other vendors would charge for Moncat. WLN does give good fiche but there are still legal questions about OCLC libraries going into Moncat. An independent vendor would not cause these problems. (college)

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If unable to join WLN, then full participation by all Montana libraries in RD. (public)

The ideal would be a comprehensive collection within our own state, with each library complementing other collections, and being so in tune with the purchases of each other that there would be a minimum of duplication, allowing budgets to harmonize and encompass a greater selection of titles. There would, of necessity, be duplications in the academic systems, for immediate student use, but overall, the harmony would be better. I sense that those in charge at the State Library are striving for as budgets are being cut. In using WLN for the past year I have been surprised that many titles are only available from various Washington libraries. I fully support the method of sharing that is already in existence. I have had excellent response from any libraries that I have contacted. (public)

One centralized computerized online union catalog - with open access to all libraries that wish to participate. (special)

I feel that Moncat plus our regional health science library network with National Library of Medicine backup works very adequately for us. It could be easy to become enamoured with "bigger and better" to the point of not truly utilizing what we have. We should rely on local and state resources first and go beyond only as needed. (special)

Moncat 1st - with the RD for the library staff and my teachers' use. (school)

The Pacific Northwest residents share many of the same likes and dislikes in reading. The region libraries seem to furnish what is needed for the average reader. For the patrons wishing more the access to the larger data bases is desirable but for a RD covering a larger area it would be too cumbersome on microfiche and too expensive equipment would prevent smaller libraries from using the large data bases. We think the WLN is good size and quality. (public)

1. National RD rather than regional. 2. Requests typed into a terminal and transmitted to lending library to be read same day. 3. Response received via terminal within 2 days. If successful, loan would be forthcoming. If negative response received - (I'd have to give some thought to procedure to follow.) (special)

Cheap, online access to a database listing holdings of as many Pacific Northwest libraries as possible. Include an inexpensive capability to request loans online. Include the abilty to send/receive reasonably sized copies of periodical articles online. (public/college)

The ideal sharing tool would be ILL between school libraries. I am very interested in this as we all have a lot to share, I'm

sure. (school)

Online access to the RD would be great, but probably not worth the cost. (college)

28. What else would you like to say about the Pilot Moncat project, the RD, and the development of Moncat?

We're headed in the right direction. (public)

I think the development of Moncat should receive highest priority. Too many libraries (such as this one) don't belong to WLN or other data bases and need to have some efficient tools for ILL. Ideally, all Mt libraries would be able to join WLN, but since is financially improbable at this time, I think smaller projects such as Moncat need to be undertaken. (college)

We thought it was fun! (college)

This has been an excellent step for Montana libraries. The multitype library approach has been great for communication value. The only hesitation I have regarding the future of ILL is cost. I hope that ILL cost will not be prohibitive in the future. (school)

I am excited about the interlibrary loan program - Moncat and RD. As students and teachers become more aware of the possibilities for research through ILL I know the usage will grow. I had some VERY PLEASED patrons as a result of Pilot Moncat. Montana's long distances and difficult access to larger libraries make this (Moncat, RD) a real plus for all of us involved in the information retrieval area. (school)

We were pleased to be selected to be part of this project and we appreciated having the RD at our disposal. We have had good ILL service from Headquarters library (Billings) which has limited our use of the RD and we are a small library which does not get many technical and academic requests; but in spite of all this we hope our participation has given a certain value to the project. (public/school)

I hope it is proving itself and the State will move forward to adopt its development. I feel it will pay for itself in the long run. (special)

Great project! We have benefited from participation and hopefully reduced ILL frustration/waiting for our users. (special)

It has been a pleasure and a rewarding experience for the RML Library to be a participant in the Pilot Moncat project. Usage of the RD has affected every facet of the interlibrary loan operations, and acquisitions and collection development.

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APPENDIX I SELECTED TABLES FROM STATISTICAL ANALYSIS OF INTERLIBRARY LOANS FORMS

TABLE 1 INTERLIBRARY LOANS TURNAROUND TIMES (IN DAYS) BY STATE OF LENDING LIBRARY SELECTED FOR LIBRARIES WHICH ARE FIRST ROUTING LOCATION

OBS	LENDSTAT	N	MIN	MAX	RANGE	MEDIAN	MEAN
1	AK	20	8	42	34	20.5	22.4500
2	AZ	1	11	11	0	11.0	11.0000
3	ID	44	5	34	29	12.0	12.5000
4	MT	308	1	94	93	8.0	9.9446
5	OR	7	12	24	12	17.0	18.1429
6	WA	104	5	90	85	12.0	17.7212

TABLE 2 INTERLIBRARY LOANS TURNAROUND TIMES (IN DAYS) BY TYPE OF LENDING LIBRARY SELECTED FOR LIBRARIES WHICH ARE FIRST ROUTING LOCATIONS

OBS	LENDTYPE	N	MIN	MAX	RANGE	MEDIAN	MEAN
1	ACAD	170	3	46	43	12	12.6353
2	PUB	212	2	94	92	10	13.5829
3	SPEC	102	1	59	58	9	9.9902

TABLE 3 INTERLIBRARY LOANS TURNAROUND TIMES (IN DAYS) BY METHOD OF TRANSMISSION SELECTED FOR MONTANA LIBRARIES WHICH ARE FIRST ROUTING LOCATIONS

OBS	TRANMETH	N	MIN	MAX	RANGE	MEDIAN	MEAN
1	E-MAIL	17	2	16	14	6.0	6.7647
2	MAIL	283	1	94	93	9.0	10.2553
3	PHONE	8	1	9	8	6.5	5.7500

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TABLE 4 INTERLIBRARY LOANS TURNAROUND TIMES (IN DAYS) BY ROUTING SEQUENCE OF LENDING LIBRARY

OBS	LENDRTE	N	MIN	MAX	RANGE	MEDIAN	MEAN
1	1	484	1	94	93	10.0	12.4907
2	2	109	3	79	76	20.0	22.5596
3	3	34	14	102	88	35.5	40.7059

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TABLE 5 INTERLIBRARY LOANS TURNAROUND TIMES (IN DAYS)
FOR LENDING LIBRARIES WHICH ARE FIRST ROUTING LOCATION *
(SORTED BY INCREASING TURNAROUND TIMES)

OBS	LENDER	N	MIN	MAX	RANGE	MEDIAN	MEAN
1	MTGRCE	1	3	3	0	3.0	3.0000
2	MTMCC	1	3	3	0	3.0	3.0000
3	MT-L	7	1	7	6	5.0	3.7143
4	MTGR	7	2	7	5	4.0	3.8571
5	MTBILR	1	4	4	0	4.0	4.0000
6	MTGRCH	1	5	5	0	5.0	5.0000
7	MTMC	9	2	24	22	2.0	5.6667
8	WAEE	1	6	6	0	6.0	6.0000
9	WAOE	1	6	6	0	6.0	6.0000
10	MTBILE	8	3	10	7	6.0	6.3750
11	IDLN	1	7	7	0	7.0	7.0000
12	MTGL	1	7	7	0	7.0	7.0000
13	WA-L	1	7	7	0	7.0	7.0000
14	MTBUM	6	3	13	10	7.5	7.6667
15	WASPG	1	8	8	0	8.0	8.0000
16	WASPSTM	1	8	8	0	8.0	8.0000
17	WASPW	1	8	8	0	8.0	8.0000
18	MT	55	2	26	24	8.0	8.0909
19	MTGD	3	6	13	7	6.0	8.3333
20	MTHAN	14	3	20	17	7.5	8.9286
21	WABR	1	9	9	0	9.0	9.0000
22	WAWC	2	5	13	8	9.0	9.0000
23	MTBIL	68	2	21	19	8.5	9.1618
24	WAPLP	3	6	12	6	10.0	9.3333
25	IDB	2	9	11	2	10.0	10.0000
26	WAWW	2	10	10	0	10.0	10.0000
27	MTB	3	6	15	9	11.0	10.6667
28	AZPHM	1	11	11	0	11.0	11.0000
29	WASPCO	4	7	21	14	8.0	11.0000
30	WASPS	1	11	11	0	11.0	11.0000
31	IDBB	6	7	16	9	12.5	11.5000
32	IDU	17	6	34	28	9.0	11.5882
33	WAPON	5	7	14	7	13.0	11.8000
34	MTHC	1	12	12	0	12.0	12.0000
35	WAMAS	2	8	16	8	12.0	12.0000
36	WASWN	1	12	12	0	12.0	12.0000
37	WAV	6	10	14	4	12.0	12.0000
38	WAWP	1	12	12	0	12.0	12.0000
39	MTMIS	52	4	94	90	9.0	12.3725
40	WAKEM	2	12	13	1	12.5	12.5000
41	MTU	32	5	28	23	12.0	12.5625
42	IDIF	1	13	13	0	13.0	13.0000
43	WASU	1	13	13	0	13.0	13.0000
44	WA	15	7	59	52	10.0	13.7333
45	MTBC	38	3	46	43	12.5	13.9737
46	IDNN	1	14	14	0	14.0	14.0000
47	WABE	3	11	19	8	12.0	14.0000
48	WAO	6	7	24	17	14.0	14.1667
49	ID	17	5	20	15	15.0	14.1765
50	AKFW	2	8	21	13	14.5	14.5000
51	AK	4	13	16	3	15.0	14.7500
52	WAFW	1	15	15	0	15.0	15.0000
53	WAWEN	4	10	26	16	13.0	15.5000
54	WABECO	2	15	17	2	16.0	16.0000
55	WAPS	2	15	19	4	17.0	17.0000
56	ORPS	8	11	24	13	15.5	17.2500
57	WASP	5	9	54	45	16.0	21.8000
58	AKAU	5	19	32	13	19.0	22.6000
59	WATPC	8	11	53	42	16.5	23.7500
60	AKF	2	22	29	7	25.5	25.5000
61	WAT	1	28	28	0	28.0	28.0000
62	AKU	7	18	42	24	26.0	28.1429
63	WAS	6	16	90	74	21.5	34.3333
64	WASKC	10	15	59	44	36.5	34.8000
65	WAE	2	37	41	4	39.0	39.0000

* APPENDIX F CONTAINS LIST OF SYMBOLS AND NAMES OF LIBRARIES

TABLE 6 LENDING LIBRARIES IN PILOT MONCAT PROJECT
LISTED IN ORDER OF FREQUENCY OF LOANS

LENDER	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
MTBIL	96	96	13.043	13.043
MT	68	164	9.239	22.283
MTMIS	62	226	8.424	30.707
MTBC	56	282	7.609	38.315
MTU	40	322	5.435	43.750
ID	29	351	3.940	47.690
IDU	25	376	3.397	51.087
MTHAN	21	397	2.853	53.940
WA	20	417	2.717	56.658
WASKC	18	435	2.446	59.103
WAWEN	14	449	1.902	61.005
WAO	13	462	1.766	62.772
WAV	12	474	1.630	64.402
WASPCO	12	486	1.630	66.033
WAS	12	498	1.630	67.663
MTBUM	12	510	1.630	69.293
WATPC	11	521	1.495	70.788
WASP	11	532	1.495	72.283
IDBB	11	543	1.495	73.777
ORPS	10	553	1.359	75.136
AKU	10	563	1.359	76.495
MTMC	9	572	1.223	77.717
MTGR	9	581	1.223	78.940
MTBILE	9	590	1.223	80.163
AKAU	9	599	1.223	81.386
WAI	8	607	1.087	82.473
IDB	8	615	1.087	83.560
WAPON	7	622	0.951	84.511
MT-L	7	629	0.951	85.462
WAPLP	6	635	0.815	86.277
WAMAS	5	640	0.679	86.957
WABE	5	645	0.679	87.636
ORP	5	650	0.679	88.315
IDIF	5	655	0.679	88.995
AK	5	660	0.679	89.674
WAT	4	664	0.543	90.217
WAPS	4	668	0.543	90.761
WAKEM	4	672	0.543	91.304
WABECO	4	676	0.543	91.848
MTGL	4	680	0.543	92.391
AZPHM	4	684	0.543	92.935
WASPS	3	687	0.408	93.342
MTGD	3	690	0.408	93.750
MTB	3	693	0.408	94.158
IDLN	3	696	0.408	94.565
WAWW	2	698	0.272	94.837
WAWC	2	700	0.272	95.109
WAOE	2	702	0.272	95.380
WABR	2	704	0.272	95.652
MTMCC	2	706	0.272	95.924
AKFW	2	708	0.272	96.196
AKF	2	710	0.272	96.467
AKA	2	712	0.272	96.739
WAWP	1	713	0.136	96.875
WASWN	1	714	0.136	97.011
WASU	1	715	0.136	97.147
WASSH	1	716	0.136	97.283
WASPW	1	717	0.136	97.418
WASPSTM	1	718	0.136	97.554
WASPG-L	1	719	0.136	97.690
WASPG	1	720	0.136	97.826
WAPAC	1	721	0.136	97.962
WAMTVS	1	722	0.136	98.098
WAFW	1	723	0.136	98.234
WAEE	1	724	0.136	98.370
WAEDE	1	725	0.136	98.505
WA-L	1	726	0.136	98.641
PNHRSL	1	727	0.136	98.777
OKEG	1	728	0.136	98.913
MTMISSP	1	729	0.136	99.049
MTHC	1	730	0.136	99.185
MTGRCH	1	731	0.136	99.321
MTGRCE	1	732	0.136	99.457
MTBILR	1	733	0.136	99.592
MNU	1	734	0.136	99.728
MNHI	1	735	0.136	99.864
IDNN	1	736	0.136	100.000

TABLE 7 LIBRARIES CHOSEN AS FIRST ROUTING LOCATION
LISTED BY FREQUENCY
(NOTE: These libraries do not necessarily become lenders)

ROUTE1	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
MTBIL	149	149	20.245	20.245
MTMIS	91	240	12.364	32.609
MT	65	305	8.832	41.440
MTBC	49	354	6.658	48.098
MTU	40	394	5.435	53.533
ID	22	416	2.989	56.522
IDU	20	436	2.717	59.239
MTHAN	18	454	2.446	61.685
WA	16	470	2.174	63.859
WASKC	15	485	2.038	65.897
MTBILE	12	497	1.630	67.527
WAS	11	508	1.495	69.022
MTGR	11	519	1.495	70.516
MTBU	11	530	1.495	72.011
MTMC	10	540	1.359	73.370
WATPC	9	549	1.223	74.592
WASPCO	9	558	1.223	75.815
WASP	9	567	1.223	77.038
ORPS	9	576	1.223	78.261
WAWEN	8	584	1.087	79.348
WAV	8	592	1.087	80.435
WAO	7	599	0.951	81.386
MT-L	7	606	0.951	82.337
IDBB	7	613	0.951	83.288
AKU	7	620	0.951	84.239
WAPON	6	626	0.815	85.054
WABECO	6	632	0.815	85.870
MTB	6	638	0.815	86.685
AKAU	6	644	0.815	87.500
WAPS	5	649	0.679	88.179
WAPLP	5	654	0.679	88.859
WAMAS	5	659	0.679	89.538
IDB	5	664	0.679	90.217
WAT	4	668	0.543	90.761
WAKEM	4	672	0.543	91.304
WABE	4	676	0.543	91.848
ORP	4	680	0.543	92.391
IDMN	4	684	0.543	92.935
AK	4	688	0.543	93.478
WAE	3	691	0.408	93.886
MTGD	3	694	0.408	94.293
WAWW	2	696	0.272	94.565
WAWC	2	698	0.272	94.837
WASPW	2	700	0.272	95.109
MTGRCH	2	702	0.272	95.380
MTGL	2	704	0.272	95.652
AZPHM	2	706	0.272	95.924
AKFW	2	708	0.272	96.196
AKF	2	710	0.272	96.467
WAWP	1	711	0.136	96.603
WASWN	1	712	0.136	96.739
WASU	1	713	0.136	96.875
WASSH	1	714	0.136	97.011
WASPSTM	1	715	0.136	97.147
WASPS	1	716	0.136	97.283
WASPG	1	717	0.136	97.418
WASC-N	1	718	0.136	97.554
WAPAC	1	719	0.136	97.690
WAOE	1	720	0.136	97.826
WAMTVS	1	721	0.136	97.962
WAFW	1	722	0.136	98.098
WAEE	1	723	0.136	98.234
WAEDE	1	724	0.136	98.370
WACHENE	1	725	0.136	98.505
WABR	1	726	0.136	98.641
WA-L	1	727	0.136	98.777
PNHRSL	1	728	0.136	98.913
MTMCC	1	729	0.136	99.049
MTKF	1	730	0.136	99.185
MTHC	1	731	0.136	99.321
MTGRCE	1	732	0.136	99.457
MTBILR	1	733	0.136	99.592
MNHI	1	734	0.136	99.728
IDLN	1	735	0.136	99.864
IDIF	1	736	0.136	100.000

TABLE 8

LIBRARIES CHOSEN AS SECOND ROUTING LOCATION
LISTED BY FREQUENCY
(NOTE: These libraries do not necessarily become lenders.)

ROUTE2	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
MTBIL	53	53	8.632	8.632
MTU	33	86	5.375	14.007
MTMIS	26	112	4.235	18.241
MTBC	26	138	4.235	22.476
IDIF	25	163	4.072	26.547
WA	22	185	3.583	30.130
MT	22	207	3.583	33.713
IDB	22	229	3.583	37.296
IDU	20	249	3.257	40.554
ID	20	269	3.257	43.811
IDBB	18	287	2.932	46.743
WAV	16	303	2.606	49.349
MTBILE	16	319	2.606	51.954
WASPCO	15	334	2.443	54.397
WAS	15	349	2.443	56.840
WAE	14	363	2.280	59.121
WAO	13	376	2.117	61.238
WAKEM	13	389	2.117	63.355
WASP	12	401	1.954	65.309
MTHAN	12	413	1.954	67.264
WASKC	10	423	1.629	68.893
MTBUM	10	433	1.629	70.521
WAWEN	9	442	1.466	71.987
WABE	9	451	1.466	73.453
WAPLP	8	459	1.303	74.756
WABECO	8	467	1.303	76.059
AKAU	8	475	1.303	77.362
WAPS	7	482	1.140	78.502
ORP	7	489	1.140	79.642
WAOE	6	495	0.977	80.619
WAMAS	6	501	0.977	81.596
WABR	6	507	0.977	82.573
ORPS	5	512	0.814	83.388
MTGR	5	517	0.814	84.202
WATPC	4	521	0.651	84.853
WASPSF	4	525	0.651	85.505
MTMCC	4	529	0.651	86.156
MTDIW	4	533	0.651	86.808
MTBILR	4	537	0.651	87.459
IDLN	4	541	0.651	88.111
AKU	4	545	0.651	88.762
WAWP	3	548	0.489	89.251
WAT	3	551	0.489	89.739
WASC	3	554	0.489	90.228
WARI	3	557	0.489	90.717
WAPON	3	560	0.489	91.205
MTGRCE	3	563	0.489	91.694
IDNN	3	566	0.489	92.182
AKF	3	569	0.489	92.671
AKA	3	572	0.489	93.160
WAU-F	2	574	0.326	93.485
WASSH	2	576	0.326	93.811
WASPS	2	578	0.326	94.137
WAMEL	2	580	0.326	94.463
WAFW	2	582	0.326	94.788
WABRNS	2	584	0.326	95.114
WABB	2	586	0.326	95.440
MTBILSV	2	588	0.326	95.765
AZPHM	2	590	0.326	96.091
WAWW	1	591	0.163	96.254
WAWC	1	592	0.163	96.417
WAU-L	1	593	0.163	96.580
WAU	1	594	0.163	96.743
WATU-L	1	595	0.163	96.906
WASPW	1	596	0.163	97.068
WASPT	1	597	0.163	97.231
WASPSTM	1	598	0.163	97.394
WASPG-L	1	599	0.163	97.557
WASHC	1	600	0.163	97.720
WASF	1	601	0.163	97.883
WASC-S	1	602	0.163	98.046
WAPAC	1	603	0.163	98.208
WAMTVS	1	604	0.163	98.371
WAEDE	1	605	0.163	98.534
WACEC	1	606	0.163	98.697
MTMISSP	1	607	0.163	98.860
MTHAMRL	1	608	0.163	99.023
MTGL	1	609	0.163	99.186
MTFHV	1	610	0.163	99.349
MT-L	1	611	0.163	99.511
AKKE	1	612	0.163	99.674
AK-L	1	613	0.163	99.837
AK	1	614	0.163	100.000

TABLE 9

LIBRARIES CHOSEN AS THIRD ROUTING LOCATION
LISTED BY FREQUENCY
(NOTE: These libraries do not necessarily become lenders.)

ROUTE3	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
WA	25	25	4.990	4.990
WAO	20	45	3.992	8.982
IDIF	19	64	3.792	12.774
WAV	17	81	3.393	16.168
WAWEN	16	97	3.194	19.361
WAKEM	16	113	3.194	22.555
MTBIL	16	129	3.194	25.749
IDB	16	145	3.194	28.942
WAPS	15	160	2.994	31.936
WAS	14	174	2.794	34.731
AKU	14	188	2.794	37.525
WASP	13	201	2.595	40.120
IDU	13	214	2.595	42.715
ID	13	227	2.595	45.309
MTHAN	12	239	2.395	47.705
IDBB	12	251	2.395	50.100
WASKC	11	262	2.196	52.295
MTBILE	11	273	2.196	54.491
MTBC	11	284	2.196	56.687
WAPON	10	294	1.996	58.683
WAE	10	304	1.996	60.679
MTU	10	314	1.996	62.675
WAPLP	9	323	1.796	64.471
WABE	9	332	1.796	66.267
WASPCO	8	340	1.597	67.864
WABECO	8	348	1.597	69.461
WAWW	7	355	1.397	70.858
WAT	7	362	1.397	72.255
WAMAS	7	369	1.397	73.653
AKA	7	376	1.397	75.050
WATPC	6	382	1.198	76.248
WABR	6	388	1.198	77.445
ORP	6	394	1.198	78.643
AKF	6	400	1.198	79.840
WAOE	5	405	0.998	80.838
ORPS	5	410	0.998	81.836
MTBUM	5	415	0.998	82.834
WAEDE	4	419	0.798	83.633
MTMIS	4	423	0.798	84.431
MTGD	4	427	0.798	85.230
MT	4	431	0.798	86.028
IDLN	4	435	0.798	86.826
AK	4	439	0.798	87.625
WARI	3	442	0.599	88.224
WABO	3	445	0.599	88.822
MTHC	3	448	0.599	89.421
MTBILR	3	451	0.599	90.020
WAWP	2	453	0.399	90.419
WASPW	2	455	0.399	90.818
WASPS	2	457	0.399	91.218
WASPG	2	459	0.399	91.617
WAMTVS	2	461	0.399	92.016
WAMLB	2	463	0.399	92.415
MTKT	2	465	0.399	92.814
MTGR	2	467	0.399	93.214
MTGL	2	469	0.399	93.613
MTBILSV	2	471	0.399	94.012
IDNN	2	473	0.399	94.411
WAWWC	1	474	0.200	94.611
WAWC	1	475	0.200	94.810
WAU	1	476	0.200	95.010
WASU	1	477	0.200	95.210
WASSH	1	478	0.200	95.409
WASPSTM	1	479	0.200	95.609
WASPRM	1	480	0.200	95.808
WASPG-L	1	481	0.200	96.008
WASC-N	1	482	0.200	96.208
WASC	1	483	0.200	96.407
WAGHP	1	484	0.200	96.607
WAFL	1	485	0.200	96.806
WACEC	1	486	0.200	97.006
WABROC	1	487	0.200	97.206
WABP	1	488	0.200	97.405
OKEG	1	489	0.200	97.605
MTMIS/	1	490	0.200	97.804
MTKH	1	491	0.200	98.004
MTHAMRL	1	492	0.200	98.204
MTGRCE	1	493	0.200	98.403
MTFHV	1	494	0.200	98.603
MNU	1	495	0.200	98.802
IDCA	1	496	0.200	99.002
AZPHM	1	497	0.200	99.202
AKKE	1	498	0.200	99.401
AKJU	1	499	0.200	99.601
AKFW	1	500	0.200	99.800
AKFR	1	501	0.200	100.000

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TABLE 10 AMOUNT OF INTERLIBRARY LOANS REQUESTS FILLED BY ROUTING SEQUENCE

RTE SEQ	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
1	565	565	76.766	76.766
2	128	693	17.391	94.158
3	43	736	5.842	100.000

TABLE 11 TYPES OF MATERIALS REQUESTED BY BORROWING LIBRARIES: MONOGRAPHS AND PERIODICALS

REQUTYPE LIBTYPE

FREQUENCY / PERCENT / ROW PCT / COL PCT	ACAD	SCH	PUB	SPEC	TOTAL
MONO	16	13	561	14	604
	2.17	1.77	76.22	1.90	82.07
	2.65	2.15	92.88	2.32	
	43.24	86.67	86.31	41.18	
PER	21	2	89	20	132
	2.85	0.27	12.09	2.72	17.93
	15.91	1.52	67.42	15.15	
	56.76	13.33	13.69	58.82	
TOTAL	37	15	650	34	736
	5.03	2.04	88.32	4.62	100.00

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TABLE 12 TYPES OF MATERIALS FILLED BY LENDING LIBRARIES: MONOGRAPHS AND PERIODICALS

REQUTYPE LENDTYPE

FREQUENCY / PERCENT / ROW PCT / COL PCT	ACAD	PUB	SPEC	TOTAL
MONO	164	328	112	604
	22.28	44.57	15.22	82.07
	27.15	54.30	18.54	
	65.60	94.25	81.16	
PER	86	20	26	132
	11.68	2.72	3.53	17.93
	65.15	15.15	19.70	
	34.40	5.75	18.84	
TOTAL	250	348	138	736
	33.97	47.28	18.75	100.00

TABLE 13 INTERLIBRARY LOANS BY STATE OF LENDING LIBRARY

LENDSTAT	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
AK	30	30	4.076	4.076
AZ	4	34	0.543	4.620
ID	81	115	11.005	15.625
MN	2	117	0.272	15.897
MT	406	523	55.163	71.060
OK	1	524	0.136	71.196
OR	14	538	1.902	73.098
WA	198	736	26.902	100.000

TABLE 14 INTERLIBRARY LOANS BY STATE AND TYPE OF LENDING LIBRARY

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LENDSTAT / LENDTYPE FREQUENCY PERCENT ROW PCT COL PCT	ACAD	PUB	SPEC	TOTAL
AK	19	4	7	30
	2.58	0.54	0.95	4.08
	63.33	13.33	23.33	
	7.60	1.15	5.07	
AZ	0	4	0	4
	0.00	0.54	0.00	0.54
	0.00	100.00	0.00	
	0.00	1.15	0.00	
ID	40	13	28	81
	5.43	1.77	3.80	11.01
	49.38	16.05	34.57	
	16.00	3.74	20.29	
MN	1	0	1	2
	0.14	0.00	0.14	0.27
	50.00	0.00	50.00	
	0.40	0.00	0.72	
MT	149	179	78	406
	20.24	24.32	10.60	55.16
	36.70	44.09	19.21	
	59.60	51.44	56.52	
OK	1	0	0	1
	0.14	0.00	0.00	0.14
	100.00	0.00	0.00	
	0.40	0.00	0.00	
OR	9	5	0	14
	1.22	0.68	0.00	1.90
	64.29	35.71	0.00	
	3.60	1.44	0.00	
WA	31	143	24	198
	4.21	19.43	3.26	26.90
	15.66	72.22	12.12	
	12.40	41.09	17.39	
TOTAL	250 33.97	348 47.28	138 18.75	736 100.00

TABLE 15 SUBJECTS REQUESTED BY PILOT ONCAT PARTICIPANTS
SORTED BY FREQUENCY BY DEWEY CLASSIFICATION *

SUBJECT	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
FIC	122	122	17.159	17.159
*PER	73	195	10.267	27.426
610	53	248	7.454	34.880
920	28	276	3.938	38.819
620	24	300	3.376	42.194
790	23	323	3.235	45.429
910	20	343	2.813	48.242
360	20	363	2.813	51.055
150	19	382	2.672	53.727
970	18	400	2.532	56.259
300	18	418	2.532	58.790
740	17	435	2.391	61.181
330	17	452	2.391	63.572
630	15	467	2.110	65.682
370	15	482	2.110	67.792
650	13	495	1.828	69.620
940	12	507	1.688	71.308
640	12	519	1.688	72.996
240	10	529	1.406	74.402
730	9	538	1.266	75.668
380	9	547	1.266	76.934
320	9	556	1.266	78.200
950	8	564	1.125	79.325
800	8	572	1.125	80.450
810	7	579	0.985	81.435
550	7	586	0.985	82.419
350	7	593	0.985	83.404
280	7	600	0.985	84.388
340	6	606	0.844	85.232
020	6	612	0.844	86.076
780	5	617	0.703	86.779
770	5	622	0.703	87.482
590	5	627	0.703	88.186
570	5	632	0.703	88.889
390	5	637	0.703	89.592
130	5	642	0.703	90.295
680	4	646	0.563	90.858
580	4	650	0.563	91.421
230	4	654	0.563	91.983
820	3	657	0.422	92.405
720	3	660	0.422	92.827
700	3	663	0.422	93.249
660	3	666	0.422	93.671
540	3	669	0.422	94.093
500	3	672	0.422	94.515
490	3	675	0.422	94.937
420	3	678	0.422	95.359
000	3	681	0.422	95.781
980	2	683	0.281	96.062
900	2	685	0.281	96.343
880	2	687	0.281	96.624
750	2	689	0.281	96.906
670	2	691	0.281	97.187
520	2	693	0.281	97.468
290	2	695	0.281	97.750
170	2	697	0.281	98.031
120	2	699	0.281	98.312
070	2	701	0.281	98.594
990	1	702	0.141	98.734
840	1	703	0.141	98.875
830	1	704	0.141	99.015
690	1	705	0.141	99.156
600	1	706	0.141	99.297
560	1	707	0.141	99.437
180	1	708	0.141	99.578
110	1	709	0.141	99.719
050	1	710	0.141	99.859
010	1	711	0.141	100.000

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* See Dewey classification tables at the end of Appendix E.
* PER counts only those periodical requests that did not have classification numbers assigned to them.

SUBJECTS REQUESTED BY PILOT MONCAT PARTICIPANTS
BY TYPE OF LENDING LIBRARY
TABLE 16 SORTED BY DEWEY CLASSIFICATION *

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SUBJECT / LENDTYPE FREQUENCY PERCENT ROW PCT COL PCT	ACAD	PUB	SPEC	TOTAL
FIC	10 1.41 8.20 4.15	104 14.63 85.25 30.59	8 1.13 6.56 6.15	122 17.16
* PER	31 4.36 42.47 12.86	19 2.67 26.03 5.59	23 3.23 31.51 17.69	73 10.27
000	1 0.14 33.33 0.41	2 0.28 66.67 0.59	0 0.00 0.00 0.00	3 0.42
010	1 0.14 100.00 0.41	0 0.00 0.00 0.00	0 0.00 0.00 0.00	1 0.14
020	4 0.56 66.67 1.66	1 0.14 16.67 0.29	1 0.14 16.67 0.77	6 0.84
050	1 0.14 100.00 0.41	0 0.00 0.00 0.00	0 0.00 0.00 0.00	1 0.14
070	1 0.14 50.00 0.41	0 0.00 0.00 0.00	1 0.14 50.00 0.77	2 0.28
110	1 0.14 100.00 0.41	0 0.00 0.00 0.00	0 0.00 0.00 0.00	1 0.14
TOTAL	241 33.90	340 47.82	130 18.28	711 100.00

* See Dewey classification tables at the end of Appendix E.

SUBJECT / LENDTYPE FREQUENCY PERCENT ROW PCT COL PCT	ACAD	PUB	SPEC	TOTAL
120	0 0.00 0.00 0.00	1 0.14 50.00 0.29	1 0.14 50.00 0.77	2 0.28
130	3 0.42 60.00 1.24	2 0.28 40.00 0.59	0 0.00 0.00 0.00	5 0.70
150	3 0.42 15.79 1.24	10 1.41 52.63 2.94	6 0.84 31.58 4.62	19 2.67
170	0 0.00 0.00 0.00	1 0.14 50.00 0.29	1 0.14 50.00 0.77	2 0.28
180	1 0.14 100.00 0.41	0 0.00 0.00 0.00	0 0.00 0.00 0.00	1 0.14
230	1 0.14 25.00 0.41	3 0.42 75.00 0.88	0 0.00 0.00 0.00	4 0.56
240	2 0.28 20.00 0.83	7 0.98 70.00 2.06	1 0.14 10.00 0.77	10 1.41
280	5 0.70 71.43 2.07	1 0.14 14.29 0.29	1 0.14 14.29 0.77	7 0.98
290	1 0.14 50.00 0.41	0 0.00 0.00 0.00	1 0.14 50.00 0.77	2 0.28
TOTAL	241 33.90	340 47.82	130 18.28	711 100.00

* PER counts only those periodical requests that did not have classification numbers assigned to them.

TABLE 16 cont'd

SUBJECT	LENDTYPE			
FREQUENCY / PERCENT / ROW PCT / COL PCT	ACAD	PUB	SPEC	TOTAL
300	7	9	2	18
	0.98	1.27	0.28	2.53
	38.89	50.00	11.11	
	2.90	2.65	1.54	
320	2	6	1	9
	0.28	0.84	0.14	1.27
	22.22	66.67	11.11	
	0.83	1.76	0.77	
330	8	4	5	17
	1.13	0.56	0.70	2.39
	47.06	23.53	29.41	
	3.32	1.18	3.85	
340	4	1	1	6
	0.56	0.14	0.14	0.84
	66.67	16.67	16.67	
	1.66	0.29	0.77	
350	5	0	2	7
	0.70	0.00	0.28	0.98
	71.43	0.00	28.57	
	2.07	0.00	1.54	
360	7	10	3	20
	0.98	1.41	0.42	2.81
	35.00	50.00	15.00	
	2.90	2.94	2.31	
370	7	4	4	15
	0.98	0.56	0.56	2.11
	46.67	26.67	26.67	
	2.90	1.18	3.08	
380	3	6	0	9
	0.42	0.84	0.00	1.27
	33.33	66.67	0.00	
	1.24	1.76	0.00	
390	2	1	2	5
	0.28	0.14	0.28	0.70
	40.00	20.00	40.00	
	0.83	0.29	1.54	
TOTAL	241	340	130	711
	33.90	47.82	18.28	100.00

SUBJECT	LENDTYPE			
FREQUENCY / PERCENT / ROW PCT / COL PCT	ACAD	PUB	SPEC	TOTAL
420	3	0	0	3
	0.42	0.00	0.00	0.42
	100.00	0.00	0.00	
	1.24	0.00	0.00	
490	2	1	0	3
	0.28	0.14	0.00	0.42
	66.67	33.33	0.00	
	0.83	0.29	0.00	
500	3	0	0	3
	0.42	0.00	0.00	0.42
	100.00	0.00	0.00	
	1.24	0.00	0.00	
520	1	0	1	2
	0.14	0.00	0.14	0.28
	50.00	0.00	50.00	
	0.41	0.00	0.77	
540	3	0	0	3
	0.42	0.00	0.00	0.42
	100.00	0.00	0.00	
	1.24	0.00	0.00	
550	6	1	0	7
	0.84	0.14	0.00	0.98
	85.71	14.29	0.00	
	2.49	0.29	0.00	
560	1	0	0	1
	0.14	0.00	0.00	0.14
	100.00	0.00	0.00	
	0.41	0.00	0.00	
570	4	1	0	5
	0.56	0.14	0.00	0.70
	80.00	20.00	0.00	
	1.66	0.29	0.00	
580	2	0	2	4
	0.28	0.00	0.28	0.56
	50.00	0.00	50.00	
	0.83	0.00	1.54	
TOTAL	241	340	130	711
	33.90	47.82	18.28	100.00

TABLE 16 cont'd

SUBJECT LENDTYPE

FREQUENCY / PERCENT / ROW PCT / COL PCT	ACAD	PUB	SPEC	TOTAL
590	2 0.28 40.00 0.83	1 0.14 20.00 0.29	2 0.28 40.00 1.54	5 0.70
600	1 0.14 100.00 0.41	0 0.00 0.00 0.00	0 0.00 0.00 0.00	1 0.14
610	32 4.50 60.38 13.28	12 1.69 22.64 3.53	9 1.27 16.98 6.92	53 7.45
620	7 0.98 29.17 2.90	9 1.27 37.50 2.65	8 1.13 33.33 6.15	24 3.38
630	2 0.28 13.33 0.83	8 1.13 53.33 2.35	5 0.70 33.33 3.85	15 2.11
640	2 0.28 16.67 0.83	6 0.84 50.00 1.76	4 0.56 33.33 3.08	12 1.69
650	4 0.56 30.77 1.66	8 1.13 61.54 2.35	1 0.14 7.69 0.77	13 1.83
660	2 0.28 66.67 0.83	0 0.00 0.00 0.00	1 0.14 33.33 0.77	3 0.42
670	1 0.14 50.00 0.41	1 0.14 50.00 0.29	0 0.00 0.00 0.00	2 0.28
TOTAL	241 33.90	340 47.82	130 18.28	711 100.00

SUBJECT LENDTYPE

FREQUENCY / PERCENT / ROW PCT / COL PCT	ACAD	PUB	SPEC	TOTAL
680	0 0.00 0.00 0.00	3 0.42 75.00 0.88	1 0.14 25.00 0.77	4 0.56
690	0 0.00 0.00 0.00	1 0.14 100.00 0.29	0 0.00 0.00 0.00	1 0.14
700	2 0.28 66.67 0.83	1 0.14 33.33 0.29	0 0.00 0.00 0.00	3 0.42
720	1 0.14 33.33 0.41	2 0.28 66.67 0.59	0 0.00 0.00 0.00	3 0.42
730	1 0.14 11.11 0.41	7 0.98 77.78 2.06	1 0.14 11.11 0.77	9 1.27
740	3 0.42 17.65 1.24	7 0.98 41.18 2.06	7 0.98 41.18 5.38	17 2.39
750	2 0.28 100.00 0.83	0 0.00 0.00 0.00	0 0.00 0.00 0.00	2 0.28
770	0 0.00 0.00 0.00	5 0.70 100.00 1.47	0 0.00 0.00 0.00	5 0.70
780	3 0.42 60.00 1.24	1 0.14 20.00 0.29	1 0.14 20.00 0.77	5 0.70
TOTAL	241 33.90	340 47.82	130 18.28	711 100.00

TABLE 16 cont'd

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SUBJECT / LENDTYPE / FREQUENCY / PERCENT / ROW PCT / COL PCT	ACAD	PUB	SPEC	TOTAL
790	5	16	2	23
	0.70	2.25	0.28	3.23
	21.74	69.57	8.70	
	2.07	4.71	1.54	
800	4	4	0	8
	0.56	0.56	0.00	1.13
	50.00	50.00	0.00	
	1.66	1.18	0.00	
810	3	3	1	7
	0.42	0.42	0.14	0.98
	42.86	42.86	14.29	
	1.24	0.88	0.77	
820	1	1	1	3
	0.14	0.14	0.14	0.42
	33.33	33.33	33.33	
	0.41	0.29	0.77	
830	0	1	0	1
	0.00	0.14	0.00	0.14
	0.00	100.00	0.00	
	0.00	0.29	0.00	
840	0	1	0	1
	0.00	0.14	0.00	0.14
	0.00	100.00	0.00	
	0.00	0.29	0.00	
880	2	0	0	2
	0.28	0.00	0.00	0.28
	100.00	0.00	0.00	
	0.83	0.00	0.00	
900	1	1	0	2
	0.14	0.14	0.00	0.28
	50.00	50.00	0.00	
	0.41	0.29	0.00	
910	2	11	7	20
	0.28	1.55	0.98	2.81
	10.00	55.00	35.00	
	0.83	3.24	5.38	
TOTAL	241	340	130	711
	33.90	47.82	18.28	100.00

SUBJECT / LENDTYPE / FREQUENCY / PERCENT / ROW PCT / COL PCT	ACAD	PUB	SPEC	TOTAL
920	4	20	4	28
	0.56	2.81	0.56	3.94
	14.29	71.43	14.29	
	1.66	5.88	3.08	
940	3	7	2	12
	0.42	0.98	0.28	1.69
	25.00	58.33	16.67	
	1.24	2.06	1.54	
950	4	1	3	8
	0.56	0.14	0.42	1.13
	50.00	12.50	37.50	
	1.66	0.29	2.31	
970	9	7	2	18
	1.27	0.98	0.28	2.53
	50.00	38.89	11.11	
	3.73	2.06	1.54	
980	2	0	0	2
	0.28	0.00	0.00	0.28
	100.00	0.00	0.00	
	0.83	0.00	0.00	
990	0	0	1	1
	0.00	0.00	0.14	0.14
	0.00	0.00	100.00	
	0.00	0.00	0.77	
TOTAL	241	340	130	711
	33.90	47.82	18.28	100.00

TABLE 17 SUBJECTS REQUESTED BY PILOT MONCAT PARTICIPANTS SORTED BY FREQUENCY AND DEWEY CLASSIFICATION (100's)

SUBJECT	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
FIC	122	122	17.159	17.159
PER	73	195	10.267	27.426
000	13	208	1.828	29.255
100	30	238	4.219	33.474
200	23	261	3.235	36.709
300	106	367	14.909	51.617
400	6	373	0.844	52.461
500	30	403	4.219	56.681
600	128	531	18.003	74.684
700	67	598	9.423	84.107
800	22	620	3.094	87.201
900	91	711	12.799	100.000

TABLE 18

SUBJECTS REQUESTED FROM OUT-OF-STATE LIBRARIES FOR MATERIALS WITH NO MONTANA HOLDINGS
SORTED BY DEWEY CLASSIFICATION IN FREQUENCY ORDER

SUBJECT	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
FIC	28	28	11.111	11.111
PER	15	43	5.952	17.063
920	13	56	5.159	22.222
620	12	68	4.762	26.984
610	12	80	4.762	31.746
300	10	90	3.968	35.714
910	9	99	3.571	39.286
150	9	108	3.571	42.857
790	8	116	3.175	46.032
740	8	124	3.175	49.206
630	8	132	3.175	52.381
970	7	139	2.778	55.159
940	6	145	2.381	57.540
380	6	151	2.381	59.921
240	6	157	2.381	62.302
950	5	162	1.984	64.286
650	5	167	1.984	66.270
640	5	172	1.984	68.254
330	5	177	1.984	70.238
280	5	182	1.984	72.222
800	4	186	1.587	73.810
730	4	190	1.587	75.397
570	4	194	1.587	76.984
810	3	197	1.190	78.175
680	3	200	1.190	79.365
550	3	203	1.190	80.556
420	3	206	1.190	81.746
390	3	209	1.190	82.937
360	3	212	1.190	84.127
340	3	215	1.190	85.317
980	2	217	0.794	86.111
770	2	219	0.794	86.905
750	2	221	0.794	87.698
720	2	223	0.794	88.492
660	2	225	0.794	89.286
370	2	227	0.794	90.079
350	2	229	0.794	90.873
320	2	231	0.794	91.667
070	2	233	0.794	92.460
020	2	235	0.794	93.254
880	1	236	0.397	93.651
830	1	237	0.397	94.048
820	1	238	0.397	94.444
780	1	239	0.397	94.841
700	1	240	0.397	95.238
690	1	241	0.397	95.635
670	1	242	0.397	96.032
590	1	243	0.397	96.429
560	1	244	0.397	96.825
540	1	245	0.397	97.222
520	1	246	0.397	97.619
500	1	247	0.397	98.016
490	1	248	0.397	98.413
230	1	249	0.397	98.810
130	1	250	0.397	99.206
110	1	251	0.397	99.603
000	1	252	0.397	100.000

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TABLE 1

DEWEY CLASSIFICATION SYSTEM

*Second Summary * The 100 Divisions*

000	**Generalities**
010	Bibliography
020	Library & information sciences
030	General encyclopedic works
040	
050	General serial publications
060	General organizations & museology
070	Journalism, publishing, newspapers
080	General collections
090	Manuscripts & book rarities
100	**Philosophy & related disciplines**
110	Metaphysics
120	Epistemology, causation, humankind
130	Paranormal phenomena & arts
140	Specific philosophical viewpoints
150	Psychology
160	Logic
170	Ethics (Moral philosophy)
180	Ancient, medieval, Oriental
190	Modern Western philosophy
200	**Religion**
210	Natural religion
220	Bible
230	Christian theology
240	Christian moral & devotional
250	Local church & religious orders
260	Social & ecclesiastical theology
270	History & geography of church
280	Christian denominations & sects
290	Other & comparative religions
300	**Social sciences**
310	Statistics
320	Political science
330	Economics
340	Law
350	Public administration
360	Social problems & services
370	Education
380	Commerce (Trade)
390	Customs, etiquette, folklore
400	**Language**
410	Linguistics
420	English & Anglo-Saxon languages
430	Germanic languages German
440	Romance languages French
450	Italian, Romanian, Rhaeto-Romanic
460	Spanish & Portuguese languages
470	Italic languages Latin
480	Hellenic Classical Greek
490	Other languages
500	**Pure sciences**
510	Mathematics
520	Astronomy & allied sciences
530	Physics
540	Chemistry & allied sciences
550	Sciences of earth & other worlds
560	Paleontology
570	Life sciences
580	Botanical sciences
590	Zoological sciences
600	**Technology (Applied sciences)**
610	Medical sciences
620	Engineering & allied operations
630	Agriculture & related technologies
640	Home economics & family living
650	Management & auxiliary services
660	Chemical & related technologies
670	Manufactures
680	Manufacture for specific uses
690	Buildings
700	**The arts**
710	Civic & landscape art
720	Architecture
730	Plastic arts Sculpture
740	Drawing, decorative & minor arts
750	Painting & paintings
760	Graphic arts Prints
770	Photography & photographs
780	Music
790	Recreational & performing arts
800	**Literature (Belles-lettres)**
810	American literature in English
820	English & Anglo-Saxon literatures
830	Literatures of Germanic languages
840	Literatures of Romance languages
850	Italian, Romanian, Rhaeto-Romanic
860	Spanish & Portuguese literatures
870	Italic literatures Latin
880	Hellenic literatures Greek
890	Literatures of other languages
900	**General geography & history**
910	General geography Travel
920	General biography & genealogy
930	General history of ancient world
940	General history of Europe
950	General history of Asia
960	General history of Africa
970	General history of North America
980	General history of South America
990	General history of other areas

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WASHINGTON LIBRARY NETWORK

LIBRARY SYMBOLS USED IN THE WLN COMPUTER SYSTEM
October 1984

SYMBOL	LIBRARY
Ak	Alaska State Library, Juneau
Ak-L	Alaska Court Libraries, Anchorage
AkA	Anchorage Municipal Library, Anchorage
AkAAVS	UAITC/CIT/Audio Visual Services, Anchorage
AkAFG	Alaska Department of Fish and Game, Habitat Division Library, Anchorage
AkAS	Anchorage School District, Anchorage
AkAU	University of Alaska, Anchorage
AkBarN	North Slope Borough School District, Barrow
AkF	Fairbanks North Star Borough Library, Fairbanks
AkFr	Fort Richardson Post Library, Fort Richardson
AkFw	Fort Wainwright Post Library, Fort Wainwright
AkJ	Juneau Memorial Library, Juneau
AkJU	University of Alaska, Juneau
AkKe	Kenai Community Library, Kenai
AkPalU	Matanuska-Susitna Community College, Palmer
AkS	Kettleson Memorial Library, Sitka
AkSSD	Sitka School District, Sitka
AkU	University of Alaska, Fairbanks
AkU-M	University of Alaska, Fairbanks - Bio-Medical Library
AkV	Valdez Consortium Library, Valdez
AzKiM	Mohave Community College, Kingman
AzPhM	Maricopa County Library, Phoenix
AzPrP	Prescott College Library, Prescott
AzPrY	Yavapai College, Prescott
C	California State Library, Sacramento
CaBVa	Vancouver Public Library, Vancouver, British Columbia
Id	Idaho State Library, Boise
IdB	Boise Public Library, Boise
IdBB	Boise State University, Boise
IdCa	Caldwell Public Library, Caldwell
IdCaC	College of Idaho, Caldwell
IdIf	Idaho Falls Public Library, Idaho Falls
IdLN	Lewis-Clark State College, Lewiston
IdNN	Northwest Nazarene College, Nampa
IdTfSI	College of Southern Idaho, Twin Falls
IdU	University of Idaho, Moscow
IdU-L	University of Idaho Law Library, Moscow
Mt	Montana State Library, Helena
Mt-L	Montana State Law Library, Helena
MtB	Bozeman Public Library, Bozeman
MtBC	Montana State University, Bozeman
MtBil	Parmly Billings Library, Billings
MtBil-F	Montana Last Copy Fiction Depository, Billings
MtBilE	Eastern Montana College, Billings
MtBilR	Rocky Mountain College Library, Billings
MtBilSV	St. Vincent's Hospital, Billings
MtBu	Butte-Silver Bow Public Library, Butte
MtBuM	Montana College of Mineral Science and Technology, Butte
MtDiW	Western Montana College, Dillon
MtELB	Lincoln County Senior High School, Eureka
MtFhV	United States Veterans Administration Center, Fort Harrison
MtGD	Dawson College, Glendive
MtGl	Glasgow City-County Library, Glasgow
MtGr	Great Falls Public, Great Falls
MtGrCE	College of Great Falls, Great Falls
MtGrCH	Columbus Hospital, Great Falls
MtH	Lewis and Clark Library, Helena
MtHC	Carroll College, Helena
MtHCE	Montana Census and Economic Information Center, Helena
MtHPI	Montana Office of Public Instruction, Helena
MtHS	Shodair Children's Hospital, Helena
MtHSP	St. Peter's Hospital, Helena
MtHaN	Northern Montana College, Havre
MtHamRL	Rocky Mountain Laboratory (U.S. National Institute of Health), Hamilton
MtHi	Montana Historical Society, Helena
MtK	Flathead County Library, Kalispell
MtKF	Flathead Valley Community College, Kalispell
MtKH	Kalispell Regional Hospital, Kalispell
MtKsH	Flathead Senior High School, Kalispell
MtLib	Lincoln County Free Library, Libby
MtLibH	Libby High School Library, Libby
MtLibJ	Libby Junior High School, Libby
MtMc	Miles City Public Library, Miles City
MtMcC	Miles Community College, Miles City
MtMis	Missoula City-County Library, Missoula
MtMisSP	St. Patrick Hospital, Missoula
MtMisW	Western Montana Clinic, Missoula
MtTrSH	Troy Senior High School, Troy
MtU	University of Montana, Missoula
MtWfSH	Whitefish Senior High School, Whitefish
OrP	Library Association of Portland, Portland
OrPPC	Portland Community College, Portland
OrPR	Reed College, Portland
OrPS	Portland State University, Portland
Wa	Washington State Library, Olympia
Wa-Ec	Washington State Library, Ecology Department, Olympia
Wa-F	Washington State Film Library, Olympia
Wa-L	Washington State Law Library, Olympia
WaAlVA	United States Veterans Administration Hospital, Tacoma (American Lake)
WaBB	Bellevue Community College, Bellevue
WaBOH	Overlake Hospital, Bellevue
WaBP	Puget Sound Power and Light Company, Bellevue
WaBe	Bellingham Public Library, Bellingham
WaBeCo	Whatcom County Library, Bellingham
WaBeSL	St. Luke's Hospital, Bellingham

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SYMBOL	LIBRARY
WaBr	Kitsap Regional Library, Bremerton
WaBrH	Harrison Memorial Hospital, Bremerton
WaBrNR	Naval Regional Medical Center (U.S. Navy), Bremerton
WaBrNS	Naval Submarine Base - Bangor Library, Bremerton
WaBrO	Olympic College, Bremerton
WaBrOC	Symbol no longer used for current acquisitions--Send requests for materials to Washington Veterans Home Library, Retsil (WaRetV)
WaBrOC-R	Olympic Center, Bremerton--Send requests for materials to Rainier School Library, Buckley (WaBucR)
WaBucR	Rainier School - Library, Buckley
WaBucR-R	Symbol no longer used for currenct acquisitions--Send requests for materials to Rainier School Library, Buckley (WaBucR)
WaCeC	Centralia College, Centralia
WaCheE	Eastern Washington University, Cheney
WaE	Everett Public Library, Everett
WaEE	Everett Community College, Everett
WaEG	Everett General Hospital, Everett
WaEPH	Providence Hospital, Everett
WaEdE	Edmonds Community College, Lynnwood
WaEdSH	Stevens Memorial Hospital, Edmonds
WaEl	Ellensburg Public Library, Ellensburg
WaFL	Lummi Education Center Library, Ferndale
WaFW	Whatcom Community College, Bellingham
WaGhP	Purdy Treatment Center for Women, Gig Harbor
WaKeM	Mid-Columbia Regional Library, Kennewick
WaLoL	Lower Columbia College, Longview
WaMaS	Sno-Isle Regional Library, Marysville
WaMeH	Eastern State Hospital, Medical Lake
WaMeL	Lakeland Village School, Medical Lake
WaMlB	Big Bend Community College, Moses Lake
WaMonR	Washington State Reformatory, Monroe
WaMtvS	Skagit Valley College, Mt. Vernon
WaO	Timberland Regional Library, Olympia
WaOE	The Evergreen State College, Olympia
WaOEng	Washington State Energy Office, Olympia
WaOLI	Washington State Department of Labor and Industries, Olympia
WaOSPS	South Puget Sound Community College, Olympia
WaOSM	St. Martin's College, Olympia (Lacey)
WaOSP	St. Peter Hospital, Olympia
WaOT	Washington State Department of Transportation, Olympia
WaOTC	Symbol no longer used for current acquisitions--Send requests for materials to WaOSPS - (name change)
WaOrtS	Washington Soldiers' Home - Staff Library, Orting
WaOrtS-R	Washington Soldiers' Home - Resident Library, Orting
WaPaC	Columbia Basin Community College, Pasco
WaPlP	Pacific Lutheran University, Parkland
WaPoN	North Olympic Library System, Port Angeles
WaPS	Washington State University, Pullman
WaRedGH	Group Health Cooperative - Eastside, Redmond
WaReVG	Valley General Hospital, Renton
WaRetV	Washington Veterans Home Library, Retsil
WaRetV-R	Symbol no longer used for current acquisitions--Send requests for materials to Washington Veterans Home Library, Retsil

SYMBOL	LIBRARY
WaRi	Richland Public Library, Richland
WaRiB	Battelle Pacific Northwest Laboratories, Richland
WaS	Seattle Public Library, Seattle
WaSC	Seattle Central Community College, Seattle
WaSC-D	Seattle Community College District, Seattle
WaSC-N	North Seattle Community College, Seattle
WaSC-S	South Seattle Community College, Seattle
WaSCO	Children's Orthopedic Hospital, Seattle
WaSF	Fircrest School Library, Seattle
WaSF-R	Symbol no longer used for current acquisitions--Send requests for materials to Fircrest School Library, Seattle (WaSF)
WaSGH	Group Health Cooperative, Seattle
WaSH	Virginia Mason Hospital, Seattle
WaSHCR	Fred Hutchinson Cancer Research Center, Seattle
WaSKC	King County Library System, Seattle
WaSNB	The NBBJ Group Library, Seattle
WaSNH	Northwest Hospital, Seattle
WaSPaM	Pacific Medical Center, Seattle
WaSPC	Seattle Pacific University, Seattle
WaSPe	Perkins, Coie, Stone, Olsen and Williams, Seattle
WaSPH	Pacific Medical Center, Seattle (Old Symbol)--See WaSPaM
WaSPM	Providence Medical Center, Seattle (Old Symbol)--See WaSPrM
WaSPrM	Providence Medical Center, Seattle
WaSPSH	Puget Sound Health Systems Agency, Seattle
WaSS	Schick Shadel Hospital, Seattle
WaSSh	Shoreline Community College, Seattle
WaSSH	Swedish Medical Hospital, Seattle (Old Symbol)--See WaSSwH
WaSSwH	Swedish Hospital Medical Center, Seattle
WaSU	Seattle University, Seattle
WaSVA	United States Veterans Administration Hospital, Seattle
WaSWG	Seattle West Medical Center, Seattle
WaSelY	Yakima Valley School, Selah
WaShC	Washington Correction Center - Staff Library, Shelton
WaShC-R	Washington Correction Center - Resident Library, Shelton
WaSnqE	Echo Glen Children's Center, Snoqualmie
WaSp	Spokane Public Library, Spokane
WaSpCN	Intercollegiate Center for Nursing Education, Spokane
WaSpCo	Spokane County Library System, Spokane
WaSpD	Deaconess Hosiptal, Spokane
WaSpG	Gonzaga University, Spokane
WaSpG-L	Gonzaga University - Law Library, Spokane
WaSpM	Spokane County Medical Society, Spokane
WaSpS	Spokane Community College, Spokane
WaSpSF	Spokane Falls Community College, Spokane
WaSpSH	Sacred Heart Medical Center, Spokane
WaSpStM	St. Michael's Institute (Gonzaga University), Spokane
WaSpVA	United States Veterans Administration Hospital, Spokane
WaSpW	Whitworth College, Spokane
WaSteM	McNeil Island Correction Center Library, Steilacoom
WaSwN	Northern State Multi-Service Center, Sedro Woolley
WaT	Tacoma Public Library, Tacoma
WaTCC	Tacoma Community College, Tacoma
WaTAH	Madigan Army Medical Center (U.S. Army), Tacoma

SYMBOL	LIBRARY
WaTPC	Pierce County Library, Tacoma
WaTPM	Pierce County Medical Library, Tacoma
WaTSJ	St. Joseph Hospital, Tacoma
WaTU-L	University of Puget Sound - Law Library, Tacoma
WaTW	Weyerhaeuser Corporate Library, Tacoma
WaTWH	Western State Hospital, Library, Tacoma
WaTWH-R	Symbol no longer used for current acquisitions--Send requests for materials to Western State Hospital Library, Tacoma (WaTWH)
WaU	University of Washington, Seattle
WaU-E	University of Washington, East Asian Library, Seattle
WaU-F	University of Washington, Forestry Library, Seattle
WaU-L	University of Washington, Law Library, Seattle
WaV	Fort Vancouver Regional Library, Vancouver
WaVSB	Washington State School for the Blind, Vancouver
WaVSD	Washington State School for the Deaf, Vancouver
WaVVA	United States Veterans Administration Hospital, Vancouver
WaVWH	Southwest Washington Hospitals, Vancouver
WaWC	Walla Walla College, College Place
WaWP	Washington State Penitentiary, Walla Walla
WaWW	Whitman College, Walla Walla
WaWWC	Walla Walla Community College, Walla Walla
WaWeC	Central Washington Hospital, Wenatchee
WaWeN	North Central Regional Library, Wenatchee
WaWeW	Wenatchee Valley College, Wenatchee
WaYM	Yakima Valley Memorial Hospital, Yakima
WaYSE	St. Elizabeth Hospital, Yakima

WLN
10/18/84

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APPENDIX G

SURVEY OF LENDING LIBRARIES - PILOT MONCAT PROJECT June 1984
Montana State Library, 1515 E. 6th Ave., Helena MT 59620

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1. Profile

Library name _____

Respondent name (optional) _____

Average interlibrary loan volume per month _____

Number of ILL department staff: _____ professional _____ support/clerical

Number of holdings in WLN as of May 1984 _____

2. Did you notice inappropriate usage of ILL by Pilot Moncat participants?
Examples would be: requests more appropriately filled closer to home, like popular and current titles; a consistent use of your library amounting to what you would call "overload;" and so on.
If you answer is YES, your specific comments are appreciated.

3. What is your estimation of the quality of the completed request forms?
Examples: Were they complete? Were call numbers included, mailing labels provided, citations accurate? Were the forms readable?

4. Based on your experience as an ILL librarian and your replies to questions 2 and 3 above, please suggest 3 areas of training needed by Montana ILL librarians to improve their performance.

5. Would you comment on the specially adapted form used for the Pilot Moncat project.
Examples: Are they easy to use, difficult to use? Do they make efficient use of your time, streamline the work - or the reverse? Should they continue to be used, or should they be dropped in favor of ALA forms? What would make the form better?

6. Did you notice an impact on your library's interlibrary loan operation due to the Pilot Moncat project?
Examples: Did the project increase your ILL volume, your workload? Did it have a fiscal impact? Was your average turnaround time affected?
If your reply is YES, please be as specific as you can in your reply.

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7. Did you consider or make any policy changes as a result of the Pilot Moncat project?
   Examples would be: renewal, overdue period, fees, lending period, and so on. Please be specific in your reply.

8. Did you notice any subject areas or types of materials (such as juvenile titles, foreign language novels) repeatedly requested by Montana libraries?
   Your reply to this question will help us with cooperative collection development and coordinated retrospective conversion projects.

9. What is your preference for method of transmitting ILL requests?
   Please number your response, 1,2,3, in order of your preference.

___ mailed printed form, like the ALA form

___ mailed printout from WLN

___ electronic mail request - Ontyme II

___ electronic mail request - other system - specify _____

___ telephone request

___ other - please specify _____

Comments:

10. Feel free to add any other comments about the Pilot Moncat project and related topics.

THANK YOU VERY MUCH FOR COMPLETING THIS SURVEY.

Please return it by* * WEDN. JULY 11, 1984 * * * to:
Beth Givens, Montana State Library, 1515 E. 6th Ave., Helena Mt 59620 (406-444-3115).

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APPENDIX F: BOOK BANNER FOR LIBRARY USERS' SURVEY

Front of banner

PLEASE DO NOT REMOVE

Name: _____

Address: _____

Phone: (H) _____ (W) _____

DATE DUE	

If you need your loan time extended, please call the library before the due date.

Help us evaluate PILOT MONCAT

Your library is part of PILOT MONCAT -- a demonstration project for a new way to borrow materials from other libraries. The book or magazine article you're borrowing comes to you through this pilot system.

Please answer the following questions and return this book and banner to:

How many times have you used the library in the past 12 months?

- ☐ Frequently *(12 or more)*
- ☐ Moderately *(4 to 11)*
- ☐ Infrequently *(3 or fewer)*
- ☐ This is my first time.

How many times in the past twelve months have you used the interlibrary loan network?

- ☐ Frequently *(12 or more)*
- ☐ Moderately *(4 to 11)*
- ☐ Infrequently *(3 or fewer)*
- ☐ This is my first time.

Comments:

Did you notice any difference between the way this request was treated and past interlibrary loans? *(Check all that apply.)*

- ☐ I've never used an interlibrary loan system before.
- ☐ I didn't notice any differences.
- ☐ My request was filled more quickly this time.
- ☐ My request was filled more slowly this time.
- ☐ More materials seem to be available through this system.
- ☐ Fewer materials seem to be available through this system.
- ☐ Other:

Pilot Moncat is sponsored by the Montana State Library with the aid of federal funds.

Back of banner

FOR LIBRARIAN USE

Please fill in the following information and return this banner to:

PILOT MONCAT
Montana State Library
1515 East Sixth Avenue
Helena, Montana 59620

Date of user's request:

Date request mailed to first lending library:

Date material received from source library:

Date user was notified of material arrival:

Source Library:

Type of material:
☐ book ☐ magazine article

Thank you.

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SURVEY OF USERS OF INTERLIBRARY LOAN SERVICES - PILOT MONCAT PROJECT
Book Banner Survey - March through June 1984

Total usable surveys: n=366

How many times have you used the library in the past 12 months?

n=341	percent (%)	
230	67%	Frequently (12 or more)
69	20%	Moderately (4 to 11)
25	7%	Infrequently (3 or fewer)
17	5%	This is my first time

How many times in the past twelve months have you used the interlibrary loan network?

n=335	percent (%)	
56	17%	Frequently (12 or more)
105	31%	Moderately (4 to 11)
83	25%	Infrequently (3 or fewer)
91	27%	This is my first time

Did you notice any difference between the way this request was treated and past interlibrary loans? (Check all that apply.)

n=394	percent (%)	
74	19%	I've never used an interlibrary loan system before.
88	22%	I didn't notice any differences.
106	27%	My request was filled more quickly this time.
22	6%	My request was filled more slowly this time.
98	25%	More materials seem to be available through this system.
0	0%	Fewer materials seem to be available through this system.
6	2%	Other

Type of material requested:

n=341	percent (%)	
314	92%	Books
27	8%	Magazines (articles)

Responding libraries (usable surveys):

Bozeman Public Library
Butte Silver Bow Public Library
Carroll College Library (Helena)
Dawson Community College Lib(Glendive)
Dawson Co. High School Lib(Glendive)
Flathead Co. Library (Kalispell)
Glasgow City-County Library
Glendive Public Library
Great Falls Public Library
Hill Co. Library (Havre)
Miles City Public Library
Lewis and Clark Library (Helena)
Lewistown Public Library
Lincoln Co. Free Library (Libby)
Montana Power Co. Law Library (Butte)
Office of Public Instruction
Resource Center (Helena)
Roundup Community Library
Sidney Public Library

450 copies of this public document were published at an estimated cost of $3.06 per copy, for a total cost of $1,375.00, which includes $1,150.00 for printing and $225.00 for distribution.